CHYSTÁTE SA NA MATURITU?

YES!

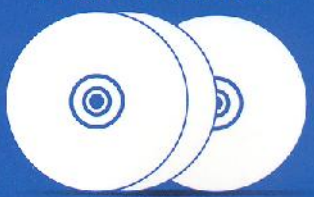
MATURITNÁ ÚROVEŇ B2

Andrea Billíková
Soňa Kondelová

MATURITA ANGLIČTINA VYŠŠIA ÚROVEŇ

- 30 rozpracovaných maturitných tém
- kľúčová slovná zásoba a gramatické cvičenia
- počúvanie, písanie, čítanie s porozumením
- 30 modelových zadaní na ústnu časť maturity
- 6 kompletných modelových maturitných testov
- interaktívne obrazové prezentácie tém (DVD)
- video: simulovaná ústna odpoveď s návodom (DVD)

2xCD + 1xDVD



2

ALL INCLUSIVE

enigma

9 788081 330155
ISBN 978-80-8133-015-5
www.enigma.sk

YES!

MATURITA 2 ANGLIČTINA VYŠŠIA ÚROVEŇ (B2)

CD 1 a 2
- počúvanie s porozumením

DVD
- počúvanie s porozumením: testy (mp3)
- obrazové prezentácie tém
- video: simulovaná ústna odpoveď s návodom

MATURITNÉ TÉMY

16 People and Society
17 Mass Media
18 The Young and Their World
19 Fashion
20 Hobbies, Leisure and Lifestyle
21 Travelling
22 Towns and Places
23 Multicultural Society and International Institutions
24 Public Holidays
25 Crime and Justice
26 Reading Books
27 Idols, Celebrities and Famous Personalities
28 The United Kingdom
29 The United States of America
30 Slovakia – My Homeland

Kompletnú gramatiku nájdete v publikácii
ANGLICKÁ GRAMATIKA – CVIČEBNICA (B2)

ĎALEJ ODPORÚČAME:
- Angličtina – maturita – základná úroveň (B1) + CD/DVD
- Sprievodca dielami anglickej a americkej literatúry

Ministerstvo školstva SR na základe odporúčania Štátneho pedagogického ústavu zaradilo túto publikáciu do zoznamu odporúčaných učebníc pre stredné školy.

■ Angličtina – maturita – vyššia úroveň (B2):

Kniha 1: lekcie 1 – 15 (príprava na maturitu: 3. ročník) + testy 1 – 3

Kniha 2: lekcie 16 – 30 (príprava na maturitu: 4. ročník) + testy 4 – 6

CD 1 a 2: audionahrávky k časti Počúvanie s porozumením

DVD: audionahrávky k časti Testy (mp3)

maturitné témy s obrazovým materiálom spracované vo forme prezentácií v programe PowerPoint

videonahrávka: ukážky správnych a nesprávnych odpovedí maturantov na simulovanej ústnej maturitnej skúške

Angličtina

maturita
vyššia úroveň
(B2)

KNIHA 2
(Lekcie 16 – 30, Testy 4 – 6)

Andrea Billíková
Soňa Kondelová

enigma

Andrea Billíková, PhD.
Soňa Kondelová, PhD.
Autorka testov: PaedDr. Ľubica Piecková
Autorky prezentácií na DVD: PaedDr. Ľubica Piecková, Mgr. Alena Peťovská

Angličtina – maturita – vyššia úroveň (B2) + 2x CD a DVD
príručka pre maturantov, maturitná úroveň B2

Vydavateľ: ENIGMA PUBLISHING, s.r.o.
Kontakt: tel. & fax: (037) 655 55 51
enigma@enigma.sk
www.enigma.sk

Grafická úprava: ENIGMA PUBLISHING, s.r.o.
Kontakt: tel. & fax: (037) 655 55 51
studio@enigma.sk
www.design.enigma.sk

Jazyková korektúra: Scott Elborn, Marcos Perez

Recenzovali: prof. PaedDr. Zdenka Gadušová, PhD.; prof. PhDr. Eva Tandlichová, CSc.

Návrh obálky: Juraj Demovič

Tlač: RODOMAX, s.r.o., Nové Město nad Metují

Vytlačené: 2012

ISBN 978-80-8133-015-5

Milí maturanti!

Angličtina – maturita – vyššia úroveň (B2) je tu pre Vás v novom šate. Táto „all-inclusive" príručka na maturitnú skúšku z angličtiny bola vypracovaná na základe Vašich skutočných potrieb a požiadaviek, aby ste úspešne zvládli ústnu aj písomnú časť maturitnej skúšky – úroveň B2. Z praktických dôvodov sme príručku rozdelili na dve časti:

Angličtina – maturita – vyššia úroveň (B2) Kniha 1 – *odporúčame pre študentov gymnázií a stredných odborných škôl v 3. ročníku. V tejto cvičebnici nájdete:*

- rozpracované maturitné témy 1 – 15,
- 3 kompletné vzorové maturitné testy, ktoré testujú všetky jazykové zručnosti tak, ako na maturitnej skúške,
- kľúč a prepisy nahrávok časti Počúvanie s porozumením v lekciách aj v testoch.

Angličtina – maturita – vyššia úroveň (B2) Kniha 2 – *odporúčame pre študentov gymnázií a stredných odborných škôl v 4. ročníku. V tejto cvičebnici nájdete:*

- rozpracované maturitné témy 16 – 30,
- 3 kompletné vzorové maturitné testy, ktoré testujú všetky jazykové zručnosti tak, ako na maturitnej skúške,
- kľúč a prepisy nahrávok časti Počúvanie s porozumením v lekciách aj v testoch,
- návod na prípravu na ústnu skúšku (návod k videu).

Súčasťou sady príručiek sú:

2 x CD: audionahrávky k časti Počúvanie s porozumením
1 x DVD:

- 30 interaktívnych obrazových prezentácií maturitných tém spracovaných v programe PowerPoint,
- video so simulovanou ústnou odpoveďou dvoch maturantov s návodom na úspešné zvládnutie ústnej časti maturitnej skúšky,
- audionahrávky k časti Počúvanie s porozumením v testoch vo formáte mp3.

V našej publikácii teda nájdete všetko, čo potrebujete:

- 30 podrobne rozpracovaných maturitných tém podľa požiadaviek pre maturantov na jazykovú úroveň B2, vrátane tém s profesijným zameraním (napr. Banking and Finances, Crime and Justice, Multicultural Society and International Institutions, Learning Languages a iné); jednotlivé témy nájdete spracované v textovej podobe (v cvičebnici) aj v obrazovej podobe (na DVD); tematicky viazané úvodné texty majú zvýraznenú kľúčovú slovnú zásobu a sú sprevádzané otázkami na porozumenie,
- cvičenia na zopakovanie gramatiky, tematickej slovnej zásoby a rečových zručností (čítanie s porozumením, počúvanie s porozumením, písanie a hovorenie) spolu s kľúčom správnych odpovedí,

- prehľad kľúčovej slovnej zásoby k danej téme prostredníctvom prehľadných tabuliek so slovnou zásobou a praktického prekladového slovníka v každej lekcii s uvedenou výslovnosťou pri problematických slovách a slovných spojeniach,
- 2 CD s vyše 50 audionahrávkami dialogických a monologických textov, ktoré nahovorili anglickí, írski, americkí a slovenskí učitelia angličtiny a ich bilingválne deti,
- DVD so 6 kompletnými maturitnými testami a kľúčom správnych odpovedí, 30 interaktívnymi obrazovými prezentáciami a videom so simulovanou ústnou odpoveďou dvoch maturantov, s návodom na úspešné zvládnutie ústnej časti maturitnej skúšky.

Úvodné texty (rozpracované maturitné témy) nie sú určené na memorovanie, ale na obsahové zorientovanie sa v téme a zhrnutie kľúčovej slovnej zásoby.

Angličtina – maturita – vyššia úroveň (B2) je vzhľadom na komplexnosť materiálu vhodná na individuálne štúdium i na prácu v triede. Veríme, že sa pre Vás stane praktickou pomôckou a uľahčí Vám prípravu na maturitu.

Veľa šťastia! *Autorky*

Poďakovanie

Naše poďakovanie patrí Mgr. Eve Benčíkovej z Gymnázia Golianova v Nitre a študentom tohto gymnázia a Gymnázia Párovská Nitra za testovanie cvičebnice. Rovnako ďakujeme Conradovi Toftovi, Scottovi Elbornovi a Marcosovi Perezovi za odbornú spoluprácu a všetkým účinkujúcim na audio a videonahrávkach.

DOPLNKOVÁ LITERATÚRA:

Sprievodca dielami anglickej a americkej literatúry – vhodný na prijímacie pohovory na štúdium angličtiny a na úspešné absolvovanie literárnych seminárov počas tohto štúdia. Je písaný po anglicky a obsahuje prehľad najvýznamnejších diel anglickej a americkej literatúry. Poskytuje prehľad literárnych smerov, prehľad historických a literárnych udalostí, analyzované ukážky diel, stručné životopisy jednotlivých autorov so zoznamom ich diel a slovník literárnych termínov v anglickom jazyku so slovenskými ekvivalentmi.

OBSAH / CONTENTS

ÚVOD 5

Lekcia 16: People and Society 9

Lekcia 17: Mass Media 23

Lekcia 18: The Young and Their World 40

Lekcia 19: Fashion 53

Lekcia 20: Hobbies, Leisure and Lifestyle 67

Lekcia 21: Travelling 81

Lekcia 22: Towns and Places 97

Lekcia 23: Multicultural Society and International Institutions 113

Lekcia 24: Public Holidays 129

Lekcia 25: Crime and Justice 144

Lekcia 26: Reading Books 157

Lekcia 27: Idols, Celebrities and Famous Personalities 174

Lekcia 28: The United Kingdom – Facts, Culture and People 190

Lekcia 29: The United States of America 206

Lekcia 30: Slovakia – My Homeland 219

KEY TO UNITS 236

TAPESCRIPTS 249

TESTS (4 – 6) 265

NÁVOD NA PRÍRAVU NA ÚSTNU ČASŤ MATURITNEJ SKÚŠKY 307

SOME USEFUL PHRASES AND EXPRESSIONS 333

SUMMARY OF GRAMMAR TENSES

16 PEOPLE AND SOCIETY



He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a God.

Aristotle

Good manners will open doors that the best education cannot.

Clarence Thomas

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **society:** individuals, people, system, rules, norms, manners, social etiquette, social behaviour, protocol, models, ethics, etiquette, welfare system, benefits, social security
- **universal social rules:** politeness, respect, tolerance, empathy, expressing thanks, apologising, forgiving, accepting, following rules, addressing people, offering hospitality, praising others, leading conversations politely, responding to invitations
- **social events:** protocol, conventions, hosting guests, dining, clothing
- **international etiquette:** tolerance, respect, cultural awareness
- **conversational etiquette:** choice of topics, listening to each other, proximity, physical contact, gestures
- **dining etiquette/hosting etiquette:** to arrive on time, to invite for dinner, to bring a gift/present, to make a toast *(povedať prípitok)*, to eat neatly, to sip soup, to pour tea, to tear a piece from a roll
- **clothing/dressing etiquette:** occasions, formal, casual
- **loss of manners:** cause and effect
  - –the role of society, lack of models, "practise what you preach", influence of the media, generation gap, freedom of personal expression, moral code, carelessness
  - –to pick up from role models, to observe role models, to raise ill-mannered children, to break rules
- **people in need:** the homeless, the retired, the unemployed, the sick, the old, the disabled, the mistreated, the underprivileged, asylum houses, old people's homes, orphanages, hospices

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why do rules/norms exist in every society?
2. How can an individual benefit from being a member of a society?
3. Can you imagine living in isolation? How different would your life be?
4. What social rules are people expected to follow?
5. Can you describe the behaviour of people who do not respect social norms?
6. Who creates rules of behaviour?

7. Are there any differences in social rules in different cultures?
8. Give some examples of certain norms/behaviour typical for certain cultures.
9. What do you know about table manners in your country?
10. Can you think of any social events which require certain etiquette? Give examples.

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

SOCIAL ETIQUETTE

Living in a society **requires** following certain rules of behaviour. If we want to be accepted by the society we live in, we should know these rules and try to follow them. Different rules are followed at home, at work, or at **social events,** such as dinners. Other **conventions are kept** when doing business. These rules and conventions concern **appearance** (how to dress for a **particular occasion**) and behaviour (greetings, **addressing people** or topics of conversation). **Ethics**, the study of moral rules, norms and **manners,** analyses what is right and what is wrong. Etiquette, known also as protocol, describes formal rules or traditions of behaviour in a certain society and culture. It **prescribes** the ways in which people communicate with each other and show their respect for other people. Modern etiquette tells us how to greet people with warmth and respect, offer **hospitality** to guests, wear clothing **appropriate** for certain occasions, **contribute** to conversations without dominating them, listen to speakers, offer a chair, help those who need **assistance,** eat **neatly** and quietly, **avoid disturbing** others with loud music or unnecessary noise, **arrive on time** when expected and **respond** to invitations **promptly.**

1. What is the difference between etiquette and ethics mentioned in the passage above?
2. Why is it said that it is necessary to know and follow the rules in society?

PRACTISE WHAT YOU PREACH

It is extremely important to show children what is right and what is wrong from an early age. Children and young people **observe** moral rules **unconsciously** and behave according to what they see. They **pick them up** from their parents, teachers and friends. Parents should therefore be models of appropriate social behaviour. It is from our family that our behaviour is formed. If parents speak **rudely,** children will imitate their "models". If parents only have TV dinners, children will not know how to behave at the table. Small things, such as talking to people with respect, listening to them, showing **empathy, praising** others for their **achievements,** should be common in every family. Their absence leads to the **raising** of **ill-mannered** children. Parents should also be careful and "practise what they **preach".**

Rules of social behaviour are also taught at school. At most schools children can attend either religion or ethics classes. Both of them try to teach children and young people how to **differentiate** between good and **evil,** between what is **moral** and what is immoral.

3. What is the role of parents and teachers in modern societies?
4. In what sense is "practise what you preach" related to the passage you have just read?

LOSS OF MANNERS: CAUSE AND EFFECT

The **loss of manners** has become a serious problem in modern societies. Nowadays, many children are educated by the media. Cartoon characters, movies, games and music are often rude and violent. Different **pseudo-idols** from various reality shows influence young people's **values.** Only people who look good and have a lot of money are **considered** successful. **Acquired** negative **patterns** of behaviour in childhood change little, if at all, later in adulthood. **Huge** differences between how children are raised nowadays and how our parents and grandparents were raised has led **to** big **generation gaps.** According to some people, etiquette limits **freedom of** personal **expression.** Others think that sharing the same **moral code** makes life easier because many **misunderstandings** can as a result be avoided. **Breaking morals** leads to ignorance, **carelessness,** misunderstandings, useless arguments and conflicts with both people and the **law.**

5. What leads to children being ill-mannered?
6. What kind of behaviour is typical of ill-mannered people?

CARING FOR OTHERS

On the one hand, there are people who often have to solve moral dilemmas. For doctors or lawyers, for example, it is sometimes not easy to decide how to behave ethically. On the other hand, there are those who **struggle** daily **with** their lives in the streets. Homelessness is a big social problem that should not be ignored. Loss of regular **income** and the **ensuing** impossibility of **paying back a mortgage** are common reasons why people become homeless. They live in **abandoned** houses, parks and streets without any water, electricity or gas. Charities and different social programmes help them by providing them with food, clothing and medical treatment. **Asylum houses** provide them with **shelter** from unsafe streets and cold winters. Besides the homeless, there are many other **people in need**: the old, the sick, **the disabled,** the abandoned, the addicted, the unemployed, etc. There are special social programmes and **ongoing projects** that aim to support those who need it most. A negative attitude of people towards the homeless, the addicts and the disabled is a serious moral and social problem in many countries. **Reluctance** and ignorance might lead to their social isolation and lack of motivation in wishing **to blend in with** other people.

7. How does the writer describe homelessness?
8. What is the attitude of society towards people in need?

☐ VOCABULARY LIST

abandoned – opustený
achievement – úspech
acquired [ə'kwaɪə(r)əd] – získaný
appearance – výzor
appropriate – primeraný
assistance – pomoc
asylum house [ə'saɪləm haʊs] – azylový dom
to blend in with – splynúť s
carelessness – nedbalosť, ľahostajnosť
to consider – považovať
to contribute – prispievať
to differentiate – rozlišovať
empathy [ɛmpəθɪ] – empatia
ensuing [ɪn'su:ɪŋ] – nasledujúci
ethics [eθɪks] – etika
evil – zlo
freedom of expression – sloboda prejavu
generation gap – generačný rozdiel
hospitality – pohostinnosť
huge – obrovský
ill-mannered – nevychovaný
income – príjem
law [lɔ:] – zákon
loss of manners – strata spôsobov
manner – spôsob
misunderstanding – neporozumenie
moral code – morálny kódex
neatly [ni:tlɪ] – úhľadne
observe – pozorovať
occasion – príležitosť
ongoing project – prebiehajúci projekt
particular – určitý
pattern – vzor
people in need – ľudia v núdzi
to pick up – pochytiť, naučiť sa
to praise [preɪz] – chváliť
to preach [pri:tʃ] – kázať
to prescribe – predpísať
pseudo-idol [sju:də aɪdl] – pseudoidol
to raise [reɪz] – vychovávať
reluctance [rɪlʌktəns] – zdráhavosť
to require – vyžadovať
rudely – drzo
shelter [ʃeltə] – útočisko
social event – spoločenská udalosť
to struggle with – bojovať s
the disabled – postihnutí
unconsciously [ʌnkɒnʃəslɪ] – podvedome
value [vælju:] – hodnota

to address people – osloviť ľudí
to arrive on time – prísť včas
to avoid disturbing – vyhýbať sa vyrušovaniu
to break morals – porušiť morálku
to keep conventions – dodržiavať konvencie
to pay back a mortgage [mɔ:gɪdʒ] – splatiť hypotéku
to respond promptly – reagovať okamžite

☐ VOCABULARY PRACTICE

Task 1 Who might say the following sentences during a visit to someone's home? The hosts or the guests? Write your answers in the space provided. ⟵8

Example: Sorry, we're late. We got stuck in a traffic jam. guests

1. The food was delicious. Thank you very much. _____
2. Let me get you another drink. _____
3. Welcome to our house! _____
4. May I take your coat? _____
5. May I help you with the dishes? _____

6. Shall we go? It's getting late. _____
7. I'll call you a taxi if you want. _____
8. Here's a small gift for you. _____
9. Would you like some more soup? _____
10. Make yourself at home! _____
11. May I use your bathroom? _____
12. Please make yourself comfortable. _____
13. Thank you very much, but I'm afraid I'm full. _____

Task 2 **Rick and Gina have been going out with each other for three years. Gina's parents invited Rick to have dinner with them. Rick didn't know much about the table manners that were common in Gina's family. Read about Rick's behaviour and say what he did wrong. Write what he should have done/shouldn't have done/could have done/might have done instead.**
What do you think Rita told him after his visit?

Example: Rick never thanked them for inviting him.
He should have thanked them for the invitation.

1. He came half an hour late for dinner.
_____
2. He didn't apologise for coming late.
_____
3. He kissed Gina's mother and bowed to Gina's father.
_____
4. He didn't bring any gifts for Gina's mother and father.
_____
5. His soup was very hot, so he was sipping it.
_____
6. He refused to eat the meat because it was too tough.
_____
7. He said that he didn't like the meat very much.
_____
8. He asked three times for a glass of wine.
_____

9. He spilt red wine on the white tablecloth.

_____

10. He made a phone call to his friend during dinner.

_____

11. He started a discussion about politics with Gina's dad, who had controversial opinions.

_____

12. He spoke with his mouth full and very loudly.

_____

13. He didn't offer to help clean the table up after dinner.

_____

14. He left after midnight.

_____

☐ LISTENING

Task 3 Volunteer Social Worker

You are going to hear a dialogue between a journalist and a voluntary social worker who helps people in need. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 2 Track 2

1. **Besides teaching at primary school, Andy is a sociologist.**
   A (true) *B (false)* *C (not stated)*

2. **Andy works for an organisation that helps people in need.**
   A (true) *B (false)* *C (not stated)*

3. **Andy and his colleagues cook for the homeless.**
   A (true) *B (false)* *C (not stated)*

4. **Andy and his colleagues search for homeless people in the streets to help them.**
   A (true) *B (false)* *C (not stated)*

5. **Andy said that all homeless people accept the help they are offered.**
   A (true) *B (false)* *C (not stated)*

6. **Andy is going to write a book about life on the streets.**
A (true) B (false) C (not stated)

7. **Andy thinks that people's values should be different.**
A (true) B (false) C (not stated)

LANGUAGE IN USE

Task 4 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: The etiquette tells us to greet people with [0] warmth and respect, be hospitable to guests, wear the clothing appropriate for different occasions, [1] _____ to conversations without dominating them, listen to [2] _____, offer our guests a chair, help those who need it, eat neatly and quietly, avoid disturbing others with loud music, arrive on time, and respond to [3] _____ promptly. The small things such as talking to people with respect, listening to them, showing empathy and praising others' [4] _____ should be normal in every family. Their [5] _____ leads to ill-mannered children being raised. The [6] _____ of manners has become a serious problem in modern societies. Nowadays, children are surrounded by rude cartoon characters, rude movies, rude games and rude music. Acquired negative patterns of [7] _____ in childhood change little, if at all, later in [8] _____. According to some people, etiquette limits of [9] _____ of personal expression. Others think that if we all shared the same moral code it would make life easier because many [10] _____ would be avoided. Ignoring morals leads to ignorance, carelessness, useless arguments and conflicts with both people and the law.

0. WARM
1. CONTRIBUTION
2. SPEAK
3. INVITE
4. ACHIEVE
5. ABSENT
6. LOOSE
7. BEHAVE
8. ADULT
9. FREE
10. MISUNDERSTAND

Task 5 Circle the appropriate grammar structure.

1. I saw Mike TO GET/GETTING out of the taxi. He was giving a tip to the driver.
2. I know that ear dropping is impolite, but I heard them TO WHISPER/WHISPERING. They were making plans.
3. Ann made John TO LEAVE/LEAVE the party because he was really quite drunk and rude to everybody.
4. The whole family watched mother TO LAY/LAYING the table, but nobody helped.
5. The audience at the theatre were asked TO SWITCH/SWITCHING off their mobile phones before the performance started.
6. Our friends helped us TO TIDY/TIDY the mess in the kitchen.
7. Nobody dared TO TELL/TELL him anything about his wife's affairs.
8. It was difficult for the employees TO IGNORE/IGNORING their boss's mood.

☐ READING

Task 6 Read the text about social rules and etiquette.

A. Before reading it, try to PREDICT the answers for the questions below connected with the text.

B. Then, find your answers in the text and see if your predictions were correct. In which paragraph (A–F) did you find your answer?

1. Which topics are considered taboo for conversations? (paragraph ____)

2. How should people from different cultures behave to each other? (paragraph ____)

3. What does the writer mean by "universal rules of behaviour"? (paragraph ____)

4. Which topics are safe for conversations? (paragraph ____)

5. What is said in the text about body language during conversations? (paragraph ____)

6. What does the writer mean by "etiquette awareness"? (paragraph ____)

7. What have you learnt from the text about gifts for hosts? (paragraph ____)

8. Can you give three examples of food etiquette from the text below? (paragraph ____)

9. What does dining etiquette tell us about eating rolls and peas? (paragraph ____)

10. What have you learnt from the text about clothing etiquette in conservative cultures? (paragraph ____)

SOCIAL BEHAVIOUR – EXPECTED OR ACCEPTED SOCIAL MANNERS?

A	The exact rules of social behaviour connected with hosting guests, dining, clothing and others are specific for different cultures. What is appropriate in one culture (e. g. in a European country) can be totally unacceptable in another (e. g. in a Muslim country). So, what is right and what is wrong? Shall we follow our rules or shall we behave according to the saying *"When in Rome do as the Romans do?"* Generally, people having different cultural backgrounds are expected to respect other cultures and follow the so called "international etiquette".
B	In conversations, choosing topics is very important. General and impersonal topics, such as the weather, sports, pets, films and nature, are preferred to topics which may cause cultural misunderstandings. Examples of frequently taboo subjects include age, family, politics, money, appearance, weight, sex, relationships, religion and crime. Proximity and physical contact during communication differ from culture to culture. Standing too close and touching people during conversation can be extremely impolite in some cultures but quite normal in others, for example for Italians. Avoiding using gestures which might have different meanings in different cultures is sensible.
C	However, there are rules which are universal. Everywhere it is important to be polite and to respect local customs and people, to say the magic words: *"Thank you"*, *"Please"* and *"Sorry"*, to show interest in other cultures, or to ask questions and listen to the answers. It is not polite to go to someone's house without arranging it first. It is considered polite to arrive on time (not too early, in case your host is not ready) and give him or her a small present, such as flowers or chocolates. Bringing a bottle of alcohol can be considered quite impolite if it is the first time that a host and a guest are meeting. Giving flowers to men is not common. They might feel a bit embarrassed and they will perhaps not know how to hold them and what to do with them.

D	At someone's home, it is not advisable to ask for more unless your host offers it by asking: *"Would you like some more?"*. Possible answers include *"Yes, please"*, *"Just a little bit, please"*, or *"That was lovely, but I'm afraid I'm full, thank you"*. If a guest cannot eat a certain type of food or has some special needs, it is polite to tell their host several days before the dinner party. Food etiquette includes some of the following rules: tea should be poured from a teapot a minute or two after it has been made. If there are several pieces of cutlery, use forks, knives or spoons on the outside first. If there is a side plate for eating bread rolls, use the plate on your left-hand side. Put some butter on the side of the plate, tear a piece from the roll and add butter just before eating it. Eat soup quietly, without lifting the bowl off the table. To be very polite, peas should be eaten by squashing them against the reverse side of the fork.
E	Dressing etiquette is more or less connected with social events or occasions. We would wear different clothes for a piano concert, church, weddings or funerals whereas our outfit would be very informal at a rock concert or when travelling. Furthermore, dressing etiquette is a very cultural issue. Conservative cultures would never accept transparent blouses, sleeveless T-shirts, shorts or miniskirts.
F	These social rules and norms connected with international etiquette, dining etiquette, hosting etiquette and clothing etiquette are quite natural for some people. On the other hand, they might be very restrictive and unacceptable for others. It is important to become at least aware of these rules, norms and culturally specific manners in order to be able to distinguish between what society labels as polite or impolite, moral or immoral and formal or informal. The choice is up to us.

C. Match the headings with the paragraphs A–F.

1. The importance of etiquette awareness _____
2. Appropriate clothing _____
3. How to treat your hosts _____
4. At the table _____
5. Some conversational rules _____
6. Cultural differences and doubts _____

☐ DISCUSSION ISSUES

Task 7 Go through the "etiquette list" below and indicate whether you find certain norms/rules/manners polite, impolite or culturally specific.

Etiquette list	Polite	Impolite	Depends on culture
Example: biting bread rolls at a formal dinner	√		
physical contact during conversations			
personal topics for conversations			
neutral topics for conversations			
asking for more food if you are a guest			
bringing flowers to women if you are a guest			
sipping hot soup at dinner			
serving tea immediately after it has been made			
arriving for a visit a bit late			
bringing alcohol as a gift for your hosts			
using cutlery from the outside first at a formal dinner			
leaving your hosts after midnight			
flirting with your hosts			
if you are a guest, washing the dishes after dinner			
wearing transparent and sexy clothes when hosting guests			
if you are a guest, taking off your shoes			
respecting other cultures and their manners			

Task 8 Class discussion

In class, discuss whether you AGREE or DISAGREE with the following statements. Express and justify your opinions about the statements below according to the scale provided. Give as many arguments to support your opinion as possible.

TOTALLY DISAGREE – DISAGREE – NOT SURE – AGREE – TOTALLY AGREE

1. *Respecting social manners and rules is very restricting for individuals.*
2. *Etiquette should be brought in as a subject at primary schools.*
3. *Children these days are raised without any real values, norms and manners.*
4. *People in our country only care about themselves – their property, income and career growth.*
5. *Our society pays too much attention to people living on the edge of society (the unemployed, the homeless, the addicts, etc...).*

☐ SPEAKING

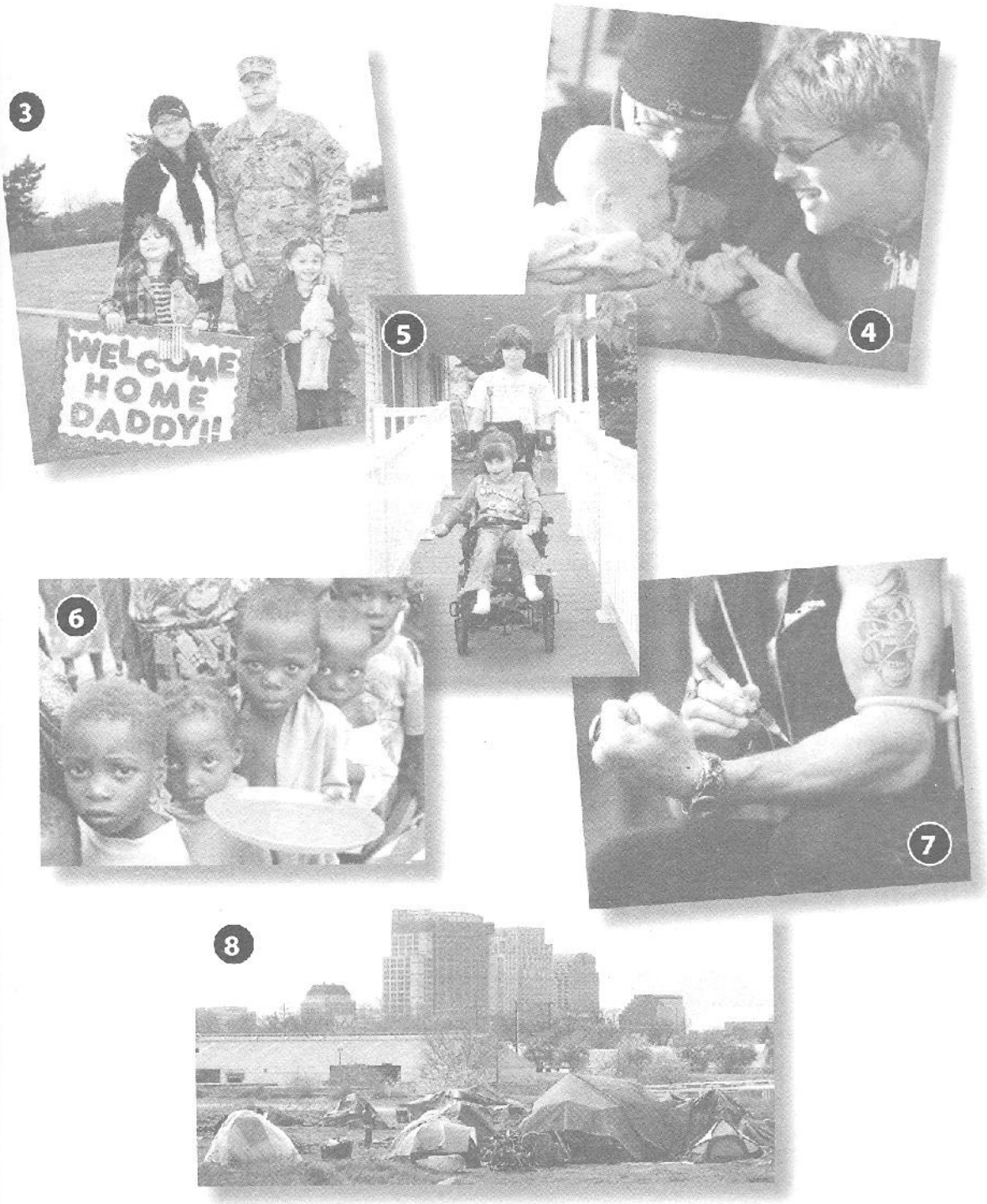
A **Look at the following photographs.**

- **Talk about:**

  What comes to mind when you see images such as these? Which of them concern you most? Why? Which of them concern you least? Give reasons. Can you personally contribute to making the world better? How? Talk about it.







B Give a few examples of good social manners. Say how parents can be good role models for their children. Talk about the negative attitudes some young people have towards modern etiquette. Say which "norms" they accept and refuse.

C What would you DO and what would you SAY in the following situations?

1. You have received a gift which you do not like very much.
2. You have arrived late for a family dinner.
3. You are sitting in an exam and somebody makes a very urgent phone call to you.
4. You are having lunch in a good restaurant. You object to the people smoking at the next table.
5. You were introduced to your friend's girlfriend but you didn't hear her name.

D Role-play "RICK and GINA"
(Before doing the role-play, go through Task 2 on page 13.)

You: You are Rick, 20 years old, dating Gina. You were recently invited for dinner with Gina's family who are very traditional and take etiquette during mealtimes very seriously. During dinner, you behaved like an idiot and you spoilt everything. *Apologise* to Gina for your childish behaviour and ask for a second chance.

Your partner: You are Gina, 19 years old, dating Rick. Your parents, rather conventional and traditional with regard to etiquette during mealtimes, recently invited him for dinner. However, Rick behaved like an idiot, ignoring all rules and manners. You want to break up with him because your parents will never ever accept him and you do not want to date such an "ill-mannered person" anymore. *Explain your reasons* to him.

☐ WRITING an essay
(písanie eseje)



Do we care?

Do we really care about global issues? Do we care about the safety of our planet? Do we care about our environment? Do we care about people in need? Do we care about others and not just ourselves? Do we care too much about the little things in our lives?

Write an essay (200–220 words) expressing how much YOU care... if you care at all. *Give reasons* for your opinions.

17 MASS MEDIA



If you don't read the newspaper, you are uninformed. If you do read the newspaper, you are misinformed.

Author unknown, commonly attributed to Mark Twain or Thomas Jefferson

We have more media than ever and more technology in our lives. It's supposed to help us communicate, but it has the opposite effect of isolating us.

Tracy Chapman

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **types of mass media:** radio, television, the press, the Internet
- **functions of mass media:** to inform, to educate, to entertain, to advertise, to influence
  pros: live broadcasting, current events and world affairs, breaking news
  cons: influential, creating pseudo-idols, lack of objectivity, hoaxes
- **radio:** objectivity, reputation, specialisations, broadcasting in different languages, programmes: (phone-ins, morning shows, news, weather forecast)
- **television:** public, commercial/non-commercial channels/stations
  programmes: news, cartoons, fairy tales, comedies, soap operas, thrillers, quizzes, science fiction, documentaries, romantic films, psychological films, detective films, historical films, horror films, sitcoms (situational comedy), commercials, the weather forecast, TV shows, talk shows, TV series, political debates, reality shows, sport tournaments/matches, TV contests
  dangers of watching TV: obsession, addiction, eyesight damage, prevention from doing sports and being fit, overeating, no reading, violence, reality vs. fiction, advertising, becoming a couch potato
- **press/print media:** magazines, newspapers (local/national), journals, periodicals, on-line editions
  – nationwide distribution, influential, a widely read paper, circulation of newspapers
  – daily/weekly/monthly/quarterly/annually
  – "quality papers" vs. "popular papers"
  – tabloid, broadsheets, supplements, special editions, current issue, economic periodicals, blogs
  – cover, the front page/the back page, headline, article, feature article, report, column, editorial, review, obituary
  – journalists: editor, reporter, columnist, paparazzo
- **the Internet:**
  pros: immediate access to current information, constant contact with people (writing e-mails), sending documents, buying things, booking hotels, reserving tickets, transferring money, finding life partners, chatting, joining different discussion groups, reading blogs, social networking sites (Facebook, Twitter...)
  cons: books replaced by book readers, computer viruses, lack of oral communication, uncensored web sites

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which mass media do people use daily?
2. What types of print media are there? Which of them enjoy the greatest popularity?
3. What are your favourite TV stations? Why?
4. Why do journalists for some magazines/papers create stories with little credibility?
5. Which media, in your opinion, offer the highest objectivity and reliability for the public?
6. Do you believe everything that the media say? For example, possible terrorist attacks, the threat of natural disasters, drastic changes in weather, etc.
7. How does the Internet make our lives easier?
8. How should parents prevent their children from spending too much time in front of the television or overusing the Internet?
9. Are you addicted to using your computer? How much time do you spend using Facebook and on the Internet in general?
10. What are the possible risks of overusing mass media?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold answer the questions below.

TYPES OF MASS MEDIA AND THEIR FUNCTIONS

In modern society we **receive** most of our information through different types of mass media, such as **via** television, newspapers, from the radio and the Internet. Since these media **reach** a very large **audience**, they are called mass media. They **serve**, first of all, **as** sources of information. They allow us to **follow world affairs** soon after events have happened. In the case of **live broadcasting**, we learn about **current events** as they happen. Most people follow national and world news regularly so that they can be well-informed. In the case of catastrophes, such as earthquakes or terrorist attacks, the whole world follows the mass media to get the **latest** information. Many channels **broadcast breaking news** in such situations. Mass media do not only inform, but they also educate. Documentary programmes take us to places we would never have a chance to see and **provide** us with information that we would **otherwise** not know about. **Apart from** their informative and educative functions, the role of mass media is also to entertain. People like to relax watching films, **sitcoms, soap operas** or **series**; some prefer discussions or reality shows; some like watching football or hockey matches. For many people TV and the Internet are the only ways they have of entertaining themselves.

1. What do you understand by the term "mass media"?
2. What are the functions of mass media? Support your explanation with examples from the text above.

RADIO

There are several radio stations broadcasting in Slovakia. For example, *Fun Radio* addresses a wide audience with the music, news and discussions that they broadcast. *Express Radio* provides its listeners with traffic information every 20 minutes. *Radio Slovakia International* broadcasts in Slovak, English, German, French, Russian and Spanish. The other stations **specialise in** certain types of music, news, culture, religion or **cater for** minorities.

In Britain, radio and television broadcasting is provided by f*BBC (British Broadcasting Corporation)*, which has a high international **reputation** for its objectivity. **Besides** the BBC, there are also other radio and TV broadcasters. The BBC has five national radio programmes and several television channels. The BBC's five programmes for radio broadcasting have their specialisations. The famous *BBC World Service* broadcasts across the world in English and many other languages, including Slovak.

There are a **variety** of different types of radio and TV stations in the USA. Most non-commercial radio stations are public and educational stations which are **operated** by colleges and universities and by various religious groups. Hundreds of radio stations in the USA broadcast in languages other than English for minorities speaking languages, such as Chinese, French, Japanese, Polish and Portuguese. About 160 radio stations **throughout** the USA broadcast only in Spanish.

3. Name three examples of radio stations in Slovakia and say what they broadcast.
4. What does BBC stand for and why is it so popular?
5. In which languages do radio stations broadcast in the USA?

TELEVISION

Slovak television and *Slovak radio* have recently **merged** creating one public-service organisation called *Radio and Television Slovakia (RTVS). STV1*, a television channel, broadcasts mostly news, political discussions, films, series and children programmes. *STV2* specialises in documentaries, **quiz shows**, educational programmes and music. It also broadcasts live football or hockey matches. Foreign language films on Slovak TV channels are mostly **dubbed**, rarely **subtitled**. Commercial stations, such as *TV Markiza* and *TV Joj*, also enjoy wide popularity. Popular series, sitcoms, quiz shows and reality shows also form a part of their programme. The introduction of **people-meters increased the competition** among the channels. *TA3*, the first Slovak news channel, broadcasts current news throughout the whole day. Its programmes **cover a wide range of** topics, such as economy, politics, show business, technology, sport, health care, etc. Apart from these channels, there are **local** channels which focus on local interests. Some TV stations have a selected number of their programmes **available** on their **websites**.

Unlike many other countries, the USA does not have a national broadcast service. There are hundreds of local TV stations. The five most popular seem to be: *Fox, CNN, NBC* and *ABC*. CNN is a news channel well-known across the world. In 1991, it was the only channel to be sending in reports of the Persian Gulf War as it was happening. It also **broke the devastating news of** the attack on the Twin Towers by plane **hijackers**. CNN is also

famous for hosting the "Larry King Live Show" which attracts nearly 1 million viewers an episode.

6. Which are the most popular Slovak TV channels? What do they specialise in? Use information from the text above.
7. What made CNN well-known across the world? Refer to the text above.

NEWSPAPERS

In Slovakia, most newspapers are **daily newspapers.** They are **aimed at** certain social classes with a certain education and political orientation. *SME* and *Pravda* are daily papers with **nationwide distribution** that are **widely read** and **influential.** The best selling daily, however, is the **tabloid** *Nový Čas* whose **supplements** *"Nový čas víkend"* and *"Nový čas pre ženy"* have become very popular. Economic **periodicals** include the daily *Hospodárske noviny* and a **weekly** called *Trend. The Slovak Spectator* is a weekly English language newspaper providing information about Slovakia. Most of the newspapers now have their online **editions.** Besides these, there are many weekly and monthly lifestyle magazines for men, women and teenagers, for people interested in sports, gardening, cars, etc.
The British communication media, press, broadcasting and TV are among the most influential in the world. There are the **quality** daily **papers** or **broadsheets**: *The Times, The Guardian, The Financial Times, The Independent* and *The Daily Telegraph* which **contain** a wide variety of national and international news, **reports** from parliamentary debates, **reviews** of the arts, **features** about fashion and sport and business news. Nearly all the papers **pay** special **attention to** the reporting of sports, which play an important role in British life. Then there are papers with a high **circulation**, such as *The Daily Mirror* and *The Sun*, which are "popular papers" or tabloids. They rarely publish any serious material. The articles mostly deal with scandals involving famous people.
The largest daily newspapers published in the USA are *The Wall Street Journal, The New York Times, The Washington Post, New York Daily News, USA Today* and *The New York Post*. All of these are very serious "quality papers". *New York Post, the Daily News* and *the Metro* are **nationally recognised** tabloids that focus on the scandals of celebrities and stars.

8. Which are the most popular newspapers and magazines published in Slovakia? Describe them.
9. Which are the most famous quality dailies published in Britain and the USA?
10. In general, what do tabloids focus on? Name some tabloids published in Slovakia, Britain and the USA.

THE INTERNET

The Internet presents a true revolution in many areas of our lives. It has changed the way we study, work, entertain and communicate. It has made **access to** any type of information easier. Nowadays, we do not have to use the phone anymore to find out about

train timetables, opening hours or details about products or services. We do not depend on **encyclopaedias** or dictionaries to find information. Internet **search engines**, online books and dictionaries are gradually **replacing** them. **Via the Internet** we send documents, buy things, book hotels, reserve tickets, transfer our money or find life partners. Many people use the Internet as a form of entertainment. Chatting, joining different discussion groups and reading **blogs** is becoming very popular, especially among the young. Access to the Internet at work, schools and at home has already become a normal part of our lives. There are many discussions that **concern** the **safety** of personal information and the safety of bank transfers. Many hackers get into different computer systems and misuse the **data**. They also create computer **viruses** which can **destroy** the data completely.

11. According to the text, how has the Internet changed our lives?
12. Why is Internet safety being discussed?

NEGATIVE IMPACT OF MASS MEDIA ON PEOPLE

Despite the informative, educational and entertainment functions of the mass media, it may also **have a negative impact on** young people's mental development. There are children and young people who are **obsessed with** using the Internet and watching the TV for several hours a day. It is not healthy to **either** their mental **or** physical development. **Overusing** these media causes **damage to our eyesight** and can lead to a habit of overeating. They also prevent people from doing sports, being outside and reading books. Direct communication with each other is also **weakened**. Many parents do not have time for their children and TV and computers are ways of "**solving**" this problem. It is a well-known fact that violence in films influences children and the young in a very negative way. Children also sometimes have problems differentiating between **fiction** and reality. Some programmes, such as reality shows, create different **pseudo-idols** and present money or physical beauty as having the highest **value** in life. Some Internet sites are absolutely **inappropriate** for children. Therefore, their choice should be under parents' control. **All in all**, the media, which provides us with such a **vast range** of information, influence us and **shapes** our opinions to a great **extent**. We should stay objective and keep our own opinions.'

13. Why might overusing the Internet and TV have a negative impact on the mental and physical development of young people?
14. According to the text, direct communication among people is weakened due to the overuse of the Internet. Explain.

☐ VOCABULARY LIST

access to [ækses] – prístup k
to aim at – zamerať sa na
all in all – vcelku
apart from – okrem
audience – publikum
available – k dispozícii
besides – okrem
blog – internetový denník, v ktorom autor pravidelne vyjadruje svoje názory na rôzne témy
breaking news – mimoriadne správy
to broadcast – vysielať
broadsheet (quality paper) – seriózna tlač
to cater for [keɪtə(r)] – starať sa o
circulation – náklad
to concern – týkať sa
to contain – obsahovať
current event [kʌrənt] – aktuálna udalosť
daily newspaper – denník
data [deɪtə, also da:tə] – dáta, údaje
to destroy – zničiť
dubbed [dʌbd] – dabovaný
edition – vydanie
either... or – buď... alebo
encyclopaedia [ɪnsaɪklə'pi:dɪə] – encyklopédia
extent – rozsah
feature – článok, reportáž
fiction – fikcia
hijacker [haɪdʒækə(r)] – únosca
influential [ɪnflu'enʃl] – vplyvný
innapropriate – nevhodný
latest – najnovší
live broadcasting [laɪv] – vysielanie naživo
local [ləʊkl] – miestny
to merge [m3:dʒ] – splynúť
nationally recognised – celonárodne uznávaný
nationwide distribution – celoštátna distribúcia
obsessed (with) – posadnutý
to operate – prevádzkovať
otherwise – inak
to overuse – nadmerne používať
to pay attention to – venovať pozornosť
people-metre – píplmeter, spôsob merania sledovanosti televízie
periodical – časopis
to provide [prə'vaɪd] – poskytnúť
pseudo-idol [sju:dəʊ, also su:dəʊ aɪdl] – pseudoidol
quiz show – televízny kvíz, súťaž
to reach – dosiahnuť
to receive – dostať
to replace – nahradiť
report – záznam, reportáž
reputation – povesť
review – recenzia , kritika
safety – bezpečnosť
search engine – internetový vyhľadávací systém
series [sɪəri:z] – televízny seriál
to serve as – slúžiť ako
to shape – formovať
sitcom – situačná komédia
soap opera – romantický televízny seriál (telenovela)
to solve – riešiť
to specialise in – špecializovať sa na
subtitled [sʌbtaɪtld] – s titulkami (film)
supplement – príloha
tabloid – bulvárne noviny
throughout [θru:'aʊt] – po celom
unlike – odlišne
value – hodnota
variety [və'raɪətɪ] – rôzne druhy
vast range – široká škála
via [vaɪə] – prostredníctvom
virus [vaɪrəs] – vírus
to weaken – oslabiť
weekly (newspaper) – týždenník (noviny)

to break the devasting news of – prinášať zničujúce správy o
to cover a wide range (of) – zahrnúť širokú škálu
to damage one's eyesight [aɪsaɪt] – poškodiť si zrak
to follow world affairs – sledovať svetové dianie
to have a negative impact on – mať negatívny dopad na
to increase the competition – zvýšiť konkurenciu
via the Internet – cez, prostredníctvom internetu
widely read – veľmi čítaný

☐ VOCABULARY PRACTICE

Task 1 Which types of mass media do the following definitions describe? ~~8~~

1. A machine which receives and sometimes broadcasts sounds. r_____o
2. A machine which can show pictures on a screen. t_____n
3. Software which allows users to make phone calls over the Internet. s_____e
4. The electronic network of connected computers. the I_____t
5. A station which broadcasts TV programs. c_____l
6. A weekly or monthly publication with pictures, stories and articles. m_____e
7. A publication printed daily or weekly containing news. n_____r
8. A "popular paper" with local stories, scandals and entertainment. t_____d
9. A journalist's article on TV or in print. r_____t
10. A "quality paper" which contains a wide variety of national and international news, reports from parliamentary debates, reviews of the arts, features about fashion and sport and business news. b_____t

Task 2 Which programmes from the list below would children/teenagers/older people NOT BE INTERESTED in watching? Why?

news cartoons – fairy tales – comedies – soap operas – thrillers – quizzes – science fiction – documentaries – historical films – horror films – sitcoms (situational comedies) – commercials – weather forecast – TV shows – talk shows – TV series – reality shows – sport tournaments/matches – TV contests

children: .....

teenagers: .....

older people: .....

☐ LISTENING

Task 3 What is it like to be a journalist?



You are going to hear a journalist talking about his job. For 1–7, choose the best alternative (A), (B), (C) or (D). There is always only one correct answer. Listen to the recording twice.

1. **Martin is currently working for the Slovak Patriot as ____ .**
   A) an editor
   B) a reporter
   C) a columnist
   D) a proof-reader

2. **During the day, Martin does NOT do the following ____ .**
   A) he walks his dog
   B) he reads different newspapers
   C) he drives to work
   D) he watches TV

3. **Martin became a journalist because ____ .**
   A) his grandfather wanted him to become a journalist
   B) he liked talking to people and writing about them
   C) he liked writing and reading
   D) he is a very sociable person

4. **Martin's real career started ____ .**
   A) at secondary grammar school
   B) during his studies at university
   C) immediately after graduating from university
   D) just a few years ago

5. **According to the text, Martin's job DOES NOT include ____ .**
   A) travelling abroad
   B) expressing empathy
   C) discussing topical issues
   D) spending a lot of time with people

6. **As a university student, Martin used to work for ____ .**
   A) some magazine
   B) some tabloid
   C) some broadsheet
   D) some local newspaper

7. **According to Martin, a good journalist should be ____ .**
   A) annoying
   B) objective
   C) intelligent
   D) talkative

Task 4 The Internet – Friend or Foe? 8

You are going to hear a psychologist talking about the positive and negative impacts of the Internet on people. Fill in the missing words in the summary below. Listen to the recording twice.



In recent years, the number of Internet [1]_____ **(1 word)** has increased enormously. Even small children have relatively easy [2]_____ **(1word)** to computers. According to [3]_____ **(1word),** there are positives and negative aspects of using computers at such an early age. Nowadays, the usage of the Internet is a [4]_____ **(1 word);** we use it either for working, communicating with clients or spending our free time. Its intellectual [5]_____ **(1word)** is certainly undeniable. However, many parents do not pay enough [6]_____ **(1word)** to their children who surf the Internet without any restraints. Visiting adult-only [7]_____ _____ **(2 words)** can result in psychological problems, violence, Internet addiction and abnormal behaviour. Therefore, excessive [8]_____ **(1 word)** of the Internet should be under the control of adults. They should teach their children how to use this great medium [9]_____ **(1 word).** If parents do not [10]_____ _____ **(2 words)** their children, they risk their children's health being damaged.

☐ LANGUAGE IN USE

Task 5 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: The mass media have a crucial role to play in any [0]*democratic* society as the main source of information.	0. DEMOCRACY
[1]_____ is increasing a lot in this area to fight for	1. COMPETE
the attention of readers, listeners and TV [2]_____.	2. VIEW
The printed media compete with the electronic media. In order to	
[3]_____, they are increasingly turning to other	3. SURVIVAL
strategies such as [4]_____, scandal mongering and	4. ENTERTAIN

Task 8 Choose an appropriate option (A, B or C) to fill in the gaps (1–10) according to the text in Task 7. —8

1. Media have a _____ influence on people's decisions.
   A) big *B) difficult* *C) wide*

2. Equal time _____ provided for all political candidates.
   A) is *B) should be* *C) is deliberately not*

3. The general public are becoming _____ to trust journalists.
   A) more likely *B) much more likely* *C) less likely*

4. Generally members of the press _____ that they are liberal.
   A) believe *B) say* *C) deny*

5. Doug Wilder _____ for his campaign to become governor of Virginia.
   A) gave $500 *B) was given $500* *C) did not receive $500*

6. Journalists should not allow their _____ to interfere with their reports.
   A) personal opinions *B) personal lives* *C) private incomes*

7. If a journalist makes campaign contributions, it _____ shows bias.
   A) usefully *B) essentially* *C) clearly*

8. If a journalist makes political contributions, the public will _____.
   A) not believe him *B) protest* *C) not worry about it*

9. In live interviews, journalists should try to keep questions _____.
   A) clear *B) short* *C) impartial*

10. CNN reporters are the best at asking _____ questions.
    A) open *B) neutral* *C) leading*

Task 9 **Read the text about Martians. Five sentences have been removed from the text. Choose from sentences A–H which best fit into the gaps 1–5. There are three extra sentences which you will not need to use .**

MARTIANS LAND IN EAST COAST AMERICA!

On October 30th, 1938 panic swept across America as radio listeners heard that Martians had landed in New Jersey and were proceeding to attack New York. Telephone lines were blocked and churches filled with frightened worshippers who believed that the end of the world had come. **1** The panic was caused by the broadcast of Orson Welles' "War of the Worlds", an adaptation of the classic novel by H. G. Wells. **2** Part of Wells' production was in the form of a series of simulated on-the-spot reports, news flashes and public announcements. There were four warnings at the beginning of the play to tell listeners about this. **3** The mass hysteria spread quickly through America and led people to do some very strange things. Residents of Harlem rushed into the streets to try to see the alien spaceships for themselves. **4** As a result of the programme, there was a wide public debate about whether radio should be censored. Generally the American public did not want censorship though, and the problem was solved when the radio station which broadcast the program said it would not use the technique of simulated news broadcasts again. And the moral of this story? **5**

A. Although the story was originally set in 19th century England, it had been updated to a modern setting.

B. The truth, however, was very different.

C. The New York Times received 875 phone calls from panicked readers.

D. However, many people tuned in to the program late – only to hear about the "Martian landings" themselves.

E. Shopping centres were crowded with people as never before.

F. Do not believe everything you hear on radio or television!

G. Nobody believed the end of the world would come.

H. Martians decided to land in Washington in front of the White House.

Task 10 **Decide whether the following statements are true (A)/false (B) or not stated (C) in the text in Task 9.** —8

1. **In the radio play, Martians landed in Washington.**
   A (true) *B (false)* *C (not stated)*

2. **People would not have been scared if they had heard the introduction to the programme.**
   A (true) *B (false)* *C (not stated)*

3. **Nobody believed that the end of the world had come.**
   A (true) *B (false)* *C (not stated)*

4. **Some people thought that aliens had landed before they called the police.**
   A (true) *B (false)* *C (not stated)*

5. **Orson Welles wrote the novel "War of the Worlds".**
   A (true) *B (false)* *C (not stated)*

6. **There were no initial warnings about the content of the broadcast.**
   A (true) *B (false)* *C (not stated)*

7. **The New York Times phoned panicked readers.**
   A (true) *B (false)* *C (not stated)*

8. **The American public wanted an apology from the radio.**
   A (true) *B (false)* *C (not stated)*

9. **Anything shown on television must be true.**
   A (true) *B (false)* *C (not stated)*

10. **The programme was not broadcasted again because it was too realistic.**
    A (true) *B (false)* *C (not stated)*

☐ REVIEW

Task 11 **What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.**

a) quality papers/popular papers
b) a paper/some paper
c) editor/journalist/reporter/paparazzo
d) review/report/column/blog
e) channel/programme/station
f) sitcom/soap opera/series
g) dubbed/subtitled
h) viewer/audience

Task 12 **Look at the pictures of different newspapers and magazines below. Decide which type of papers/magazines they are (daily/weekly/monthly/periodicals/"quality papers"/"popular papers", etc.) and what kind of articles you would expect to find there. Where are they published? Who are their readers? Check with information on the Internet.** ⟵8



☐ SPEAKING

A **Read the titles of some articles below.**

- **Talk about:**
  - what kind of papers or magazines they might appear in,
  - what/who the articles are about,
  - what kind of readers would like reading such articles.

Secondary school students protest against the new school law

10 TIPS TO FEEL FIT IN SUMMER

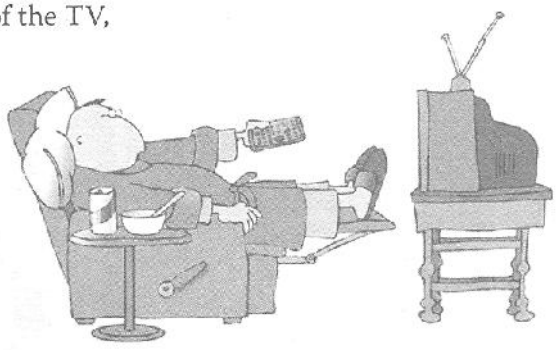
Ethiopia asks for food aid

Warnings over body piercing boom

THE POSITION OF IMMIGRANTS IN THE EU

B **Talk about the negative impact of television on the health of young people.**

- **You can talk about:**
  - time spent in front of the TV vs. doing sports, reading books and other creative activities,
  - problems with eyesight,
  - developing the habit of eating in front of the TV,
  - violence in films,
  - pseudo-idols,
  - lack of communication among family members and friends.



C Simulation

Your grandmother is very old-fashioned and she has no idea about the latest mass media, such as the Internet. *Explain* to your grandmother what the Internet is and what it can be used for.

D Role-play "KIDNAPPED BY ALIENS"

You: You are a journalist interviewing a man who claims to have been kidnapped by aliens. You think that his story is total nonsense, but you have to make a good interview for the evening news. *Find out* as many details as possible to make the story sensational.

Your partner: You believe you were kidnapped by Martians. They told you that it was very important that everybody on Earth should stop using electricity because it was interfering with the Martian spaceships. You really want to use the interview to get this message across to the wider public.

☐ WRITING



✎ Write an essay *(písanie eseje)*

Mass media influence our lives in a positive and negative way. In your essay (200–220 words), consider the impact of mass media on the lives of young people. How does the mass media affect your life? *Analyse the positive and negative aspects.*

✎ Write an article for a tabloid *(písanie článku do bulvárnych novín)*

Choose one title from the Speaking part – Task A and write an article (200–220 words) for a tabloid newspaper. Make it shocking, scandalous, sensational and interesting for readers.

18 THE YOUNG AND THEIR WORLD



Youth is the best time to be rich and the best time to be poor.

Euripides

The first half of our lives is ruined by our parents and the second half by our children.

Clarence Darrow

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **young people:** teenagers, teens, adolescents, youngsters, minors
- **physical appearance of the young:** going through physical changes (*boys:* facial hair, building muscle mass, deeper voice; *girls:* breasts enlarge, hips widen), piercing, tattoo, baggy/shabby/casual/tight clothes, spiky/coloured/highlighted hair
- **characteristics of the young:** searching for a unique identity, identifying with role-models, obsession with own appearance; independent, unstable, worried, puzzled, careless, frustrated, easygoing, reluctant, inhibited, amicable, cheerful, confused, curious, moody, stubborn, self-reliant, self-aware, rebellious, reckless, struggling
- **(legal) rights of the young:** voting, smoking, drinking alcohol, having a driving licence, getting married, working
- **common problems of the young:** eating disorders (bulimia, anorexia, overeating, obesity), mental disorders, schizophrenia, social/education/peer pressure, gambling, drinking, drugs addiction, unemployment, bullying, violence, vandalism, teenage pregnancy
- **activities/relationship with peers:** to make friends, to hang out with friends, to fall in love, to have a date, giving/going to parties, to get on with peers
- **relationship with adults/parents:** less emotionally bound to parents, conflicts, arguments, fights, misunderstandings, broken relationships
- **generation gap:** parents' approach: overprotective/authoritarian/liberal/democratic, different priorities, life expectations, tension
- **the future of the young:** desire for freedom and independence, uncertainty, fears, worries

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What is it like to be a teenager?
2. What are the most common worries and fears of young people?
3. Name at least three good and three bad things about being young.
4. What do you know about the legal rights of the young in Slovakia and in other countries?

5. Who are usually idols for the young?
6. What are common after-school activities of your peers?
7. Why is there tension between some parents and their teenage children?
8. What do you imagine a "normal" relationship is between parents and their teenage children?
9. How do you think you will raise your own children? In an authoritarian, democratic or a liberal way? Explain.
10. How should our society support the young?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

PHYSICAL CHANGES IN ADOLESCENTS

Adolescence is a **stage** of development between childhood and **adulthood** when a person is biologically adult. His/her physical and psychological development is almost **complete** but emotionally he/she is not fully **mature.** People from the age of thirteen to the age of nineteen are called "teenagers" because their age ends in "teen" in English. During puberty, most children **go through** dramatic physical **changes,** which often begin between the ages of nine and thirteen. Girls usually go through this stage earlier than boys. As puberty **progresses,** levels of sex hormones (testosterone and oestrogen) rise. This causes changes in **secondary sex characteristics** which **distinguish** the two sexes. Boys grow more **facial hair**, greater **muscle mass** and their voices deepen, girls' breasts **enlarge** and their **hips widen.**

1. How are adolescence and puberty defined in the text above?
2. What physical changes do teenage boys and girls undergo?

MENTAL CHANGES IN ADOLESCENTS

Adolescents also change mentally. Their emotional life is much more intensive than before. Young people often feel **unstable** and look for **security.** Love and friendship become the most important **values.** During adolescence, young people often **search for** their own **unique identity.** There is also a greater probability for them of developing **eating disorders** including anorexia or bulimia. The first symptoms of anorexia are: **vomiting** in secret, **obsession** with weight, fanatical exercising and rapid **weight loss. Sufferers** of bulimia **overeat** and afterwards they vomit up everything **in order to** be satisfied that they ate something but at the same time without **putting on weight.**

3. Why are the emotional lives of the young so intensive?
4. What are the symptoms of anorexia and bulimia?

IDOLS VS. AUTHORITIES

At this age, sports players, rock stars and film and television performers (e. g. reality show stars) become role models for them. Young people are often **obsessed with** their appearance. They follow the fashion trends closely and always want to be "in". They have similar interests. They identify themselves with others, but at the same time they want to be different and develop their own individuality. Young people, in general, do not **trust the authorities** and tend to risk more. At this age, they are **under pressure** because they usually start and complete their secondary education and have to decide about their future career. They are less emotionally **bound to** their parents and prefer relationships with their **peers**. Most of them would like to start their own independent lives but are still financially **dependent on** their parents.

5. Why do the young imitate their role models?
6. What is the attitude of the young towards the authorities?

ADULTHOOD – A SOCIAL PHENOMENON

Young people often **struggle to fit** in with society. **Unemployment** is a fundamental problem **faced** by young people today. Many of them experience problems in **obtaining** jobs. This often causes financial worries and frustration. Unstable emotions or a lack of **emotional intelligence** among some adolescents may also **lead** them **to juvenile crime**. Vandalism and violence **based on** racism are, unfortunately, very frequent in this age group. Groups of youngsters with **racial prejudices** regularly provoke conflicts in many countries. **Addiction,** such as **to** alcohol, drugs and gambling, is another **consequence** of frustration, family conflicts or other teenage problems.
The **age of majority,** the age at which a person has full **legal rights,** differs from culture to culture. In each country, there are different age limits for driving a car, getting married or buying cigarettes. In Slovakia, adulthood is thought to begin when someone turns 18. From then on, the young are **considered** to be **responsible for** their actions. They are allowed to drive, buy alcohol and cigarettes and are **eligible** to vote. Marriage of the young under 18 must be **approved** by a court and with parental **consent.** Early teenage **pregnancy** can have a negative effect on a girl's body and it often leads to her leaving education. Teenagers are also not emotionally mature enough or financially independent enough to **bring up** children.

7. What kinds of social problems that young people face are mentioned in the text above?
8. Which legal rights do young people have in Slovakia when they turn 18?

GENERATION GAP

This **age of revolt** often leads to conflicts between the generations. This is known as the generation gap. Young people are **eager** to become adult, but at the same time have **doubts** about **taking on** adult responsibilities and freedom. They think that their parents care too much and are **overprotective**. Children often have different life **expectations** than their

parents do. All this creates **tension** between parents and their children. Older and younger people often do not understand each other because of their different experiences, opinions, habits and behaviour. They differ in clothing and hairstyles but also in more important **matters,** such as opinions on drug use and politics for example. Nowadays, many parents have less and less time for their children, who become mature and independent earlier than they did before. There are families in which children and parents do not talk about problems. Such children often feel isolated. In **extreme cases**, they run away from home thinking that the problem will be solved this way. They also run away because they are **neglected**, stressed out, verbally or physically **abused** or sometimes **kicked out**. When children or teenagers cannot talk to their parents, they should try to **address** a friend or someone they trust. In every country there are people whose job is to help kids and teenagers with problems. Children can talk to child **welfare workers** in person or call **help lines.**

9. What is the generation gap caused by?
10. According to the text, how do young people and their parents solve their problems in extreme cases?

☐ VOCABULARY LIST

to abuse [ə'bju:s] – zneužívať
addiction (to) [ə'dɪkʃn] – závislosť (na)
to address – osloviť, obrátiť sa na
adulthood – dospelosť
age of majority [mə'dʒɒrətɪ] – vek dospelosti
age of revolt – vek vzbury, protestu
to approve – schváliť
based on – založený na
bound (to) – viazaný (na), spätý (s)
to bring up – vychovávať
complete – úplný, ukončený
consent – súhlas
consequence [kɒnsɪkwəns] – dôsledok
to consider – považovať
dependent (on) – závislý (na)
to distinguish [dɪ'stɪŋgwɪʃ] – rozlišovať
doubt [daʊt] – pochybnosť
eager [i:gə(r)] – nedočkavý, chtivý
eating disorder – porucha stravovania
eligible [elɪdʒəbl] – spôsobilý
emotional intelligence – emocionálna inteligencia
to enlarge [ɪn'la:dʒ] – zväčšiť
expectation – očakávanie
extreme case – extrémny prípad
to face – čeliť
facial hair [feɪʃl] – ochlpenie na tvári
hip – bok
help line – linka pomoci
in order to – aby, za účelom
juvenile crime [dʒu:vənaɪl] – zločiny mládeže
to kick out – vyhodiť
to lead to [li:d] – viesť k
legal right [li:gl] – zákonom dané právo
matter – vec, záležitosť
mature [mə'tʃʊə(r)] – zrelý
muscle mass [mʌsl mæs] – svalová hmota
to neglect [nɪ'glekt] – zanedbávať
to be obsessed (with) – byť posadnutý (čím)
obsession [əb'seʃn] – posadnutosť
to obtain – získať
to overeat – prejedať sa
overprotective – úzkostlivý, príliš ochraňujúci
peer – vrstovník
pregnancy – tehotenstvo
to progress – postupovať
racial prejudice [reɪʃl prədʒudɪs] – rasový predsudok
responsible (for) – zodpovedný (za)
to search for – hľadať
secondary sex characteristics – druhotné pohlavné znaky
security – bezpečnosť
stage – štádium, etapa
sufferer – trpiaci

to take on – prevziať
tension [tenʃn] – napätie
unemployment – nezamestnanosť
unique identity [aɪ'dentətɪ] – jedinečná identita
unstable [ʌn'steɪbl] – nestabilný
value – hodnota
to vomit – vracať
weight loss – úbytok hmotnosti
welfare worker – sociálny pracovník
to widen [waɪdn] – rozšíriť

to go through changes – prejsť zmenami
to put on weight – pribrať
to struggle to fit – snažiť sa zapadnúť
to trust the authorities [ɔ:'θɒrətɪ:s] – veriť autoritám
under pressure – pod tlakom

☐ VOCABULARY PRACTICE

Task 1 Which of the following adjectives best describe the feelings and moods of teenagers? Why?

independent – ambitious – unstable – worried – busy – greedy – puzzled – addicted – tired – overprotective – careless – frustrated – mature – easygoing – prejudiced – secure – responsible – stressed – lazy – hardworking – reluctant – sympathetic – depressed – cheerful – confused – demanding – tolerant – patient – respectful – naive – satisfied – inhibited – moody – amicable – self-reliant – stubborn – self-conscious – weird

Task 2 Fill in the missing prepositions into the following expressions.

Example: to fall *in* love with someone

1. to go _____ physical and mental changes
2. to feel _____ pressure
3. to look _____ security
4. to identify _____ role models
5. to differ _____ clothing and hairstyle
6. to search _____ a unique identity
7. to depend _____ parents
8. to argue _____ siblings
9. to get _____ with peers
10. to differ _____ opinions
11. to suffer _____ eating disorders
12. to become addicted _____ drugs
13. to break _____ (when a relationship ends)
14. to care _____ own appearance
15. to rebel _____ society
16. to bring _____ children
17. to take _____ adult responsibilities
18. to be obsessed _____ oneself
19. to live _____ one's own
20. to ask somebody _____

Task 3 Which activities do your friends RARELY do at weekends? Choose from the list below. Talk about yourself. How do you usually spend your weekends?

go to concerts – have a date – go to pubs – chat with friends – give parties – go to parties – watch the box – work part-time – work in the garden – gamble – play with a band – walk in the park – walk their dogs – study – read books – write poems – play sports – tidy their rooms – hang out with friends – do shopping – help their parents – go to discos – go to the cinema – go to see their grandparents

☐ LISTENING

Task 4 Tattoo Removal

You are going to hear a short text about tattoo removal by laser. Then choose the right answer from A, B, C, D for the question below. Listen to the recording twice.



How does laser tattoo removal work?

A) It breaks the ink into little pieces and cleans them out.
B) It burns the ink out as a whole and your body removes what is left.
C) The ink is not burnt out but cleaned piece by piece.
D) It breaks the ink into little pieces which are then eliminated by your body itself.

Task 5 Betty

You are going to hear Betty talking about her problems at school. For 1–7, choose the best alternative (A), (B), (C) or (D). There is always only one correct answer. Listen to the recording twice.



1. **Betty has** _____.
   A) one sister and no brother
   B) one brother and no sister
   C) no brothers or sisters
   D) no parents

2. **Betty's problems at school started when** _____.
   A) her father got a new job
   B) her teacher introduced her to the class
   C) she stopped going to school
   D) her parents got divorced

3. **Betty's classmates are** _____ .

A) her best friends
B) her neighbours
C) her bullies
D) only girls

4. **Betty's classmates** _____ .

A) make fun of her
B) ignore her
C) steal food from her
D) do many funny things

5. **Betty's mother would not** _____ .

A) believe Betty
B) bully Betty
C) help Betty
D) talk to Betty

6. **Betty's teachers have been** _____ .

A) kind
B) unhelpful
C) impatient
D) tolerant

7. **Betty's teachers talked to Betty's mother about** _____ .

A) her school attendance
B) her behaviour
C) her mood
D) her school absence and homework

☐ LANGUAGE IN USE

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Nicolle is too [0] *young* to live on her own.	0. YOUTH
Some adolescents are [1] _____ enough to express their opinions.	1. CONFIDENCE
The minimum driving age [2] _____ across the USA.	2. DIFFERENT
It is not [3] _____ that teenagers here do not have enough freedom.	3. TRUTH
You were [4] _____ that Tom asked you out.	4. LUCK
When Mike drinks, he becomes [5] _____ .	5. AGGRESSION
I don't have to [6] _____ how I feel about her.	6. EXPLANATION
Unprotected sex often leads to teenage [7] _____ .	7. PREGNANT
Unstable emotions among some adolescents may also lead to juvenile [8] _____ .	8. CRIMINAL
One of the first symptoms of anorexia is weight [9] _____ .	9. LOSE
Children have different life [10] _____ than their parents do.	10. EXPECT

Task 7 Read the text about eating disorders and decide which word or phrase A–D best fits each space. There is only one correct answer for each space. —8

Films, adverts, posters and billboards show [0] A female bodies and muscle-bound male bodies. These soon become our role [1]____. No one wants to be fat. For young people it is important [2]____ they look. But only a [3]____ diet safely in order to get the figure they want. Many of them [4]____ develop eating disorders, such as anorexia nervosa, bulimia nervosa, body image disorders and other food-related disorders. Eating disorders are very dangerous especially among [5]____ young who are developing physically and mentally. Many sufferers are aged from between just 13 and 17 years old – a time when they are under academic and peer [6]____. At that age a loss of control over their eating habits and their bodies can easily occur. [7]____ they develop a negative view of themselves, which results in eating disorders. It is quite normal for girls to gain some additional fat just for the duration of puberty. Some react to this change by becoming worried about their new weight. [8]____ G/girls are especially prone to anorexia. The first symptoms are: vomiting in secret, obsession [9]____ their weight, fanatical exercising and rapid weight loss. [10]____ show that 3 % of girls are anorexic. Bulimia affects 8 % of the population which is more than twice as [11]____ as anorexia. Sufferers of bulimia overeat and [12]____ they vomit up everything in [13]____ to feel psychologically satisfied that they have eaten something [14]____ at the same time knowing that they haven't put [15]____ any weight. Many of them take laxatives or suddenly [16]____ to the toilet after eating. Obesity is one of the most [17]____ eating disorders. It is so [18]____ that people have started to ignore it. Some attempts have been made to prevent people [19]____ eating too much fat and [20]____ food. This kind of food should simply be made more expensive than healthy food.

0	**A skinny**	B thick	C skin	D thin
1	A idols	B models	C samples	D examples
2	A if	B what	C whether	D how
3	A little	B some	C few	D many
4	A because	B although	C despite	D instead
5	A the	B –	C any	D all
6	A pressure	B press	C push	D fear

7	A Although	B Therefore	C But	D However
8	A –	B A little	C The	D Any
9	A by	B with	C of	D about
10	A Investigations	B Examinations	C Surveys	D Research
11	A well	B such	C many	D much
12	A afterwards	B consequence	C cause	D gradually
13	A order	B line	C fact	D case
14	A and	B while	C but	D unless
15	A on	B in	C off	D up
16	A hide	B arrive	C disappear	D appear
17	A dealt	B widespread	C endangered	D witnessed
18	A known	B common	C current	D evident
19	A against	B with	C from	D of
20	A junk	B spoilt	C edible	D healthy

☐ READING

Task 8 Read the text below. Which title would be most suitable for the text? 8

A) Marijuana Addiction Among the Young Increasing
B) Campaigning Against Drug Use
C) Causes and Results of Drug Abuse
D) The Dangers of Smoking Marijuana
E) Increased Teenage Drug Use and Its Negative Effects

Despite the gradual decline of teenage drug use during the 1980s, especially of marijuana, has since jumped rapidly. In 1995, nearly twice as many teenagers had smoked marijuana at least once during the previous twelve months than in 1992. Half of high school seniors have used illegal drugs at least once. And drug use is not limited to problematic students or troublemakers. Says Monica, a 16-year-old junior from Iowa: "So many people at my school smoke pot that you can't even label one group 'the stoners' anymore". Marijuana is the overwhelming drug of choice among children, but inhalants – breathable chemical vapours from common household products that produce "psychoactive" mind-altering effects are also being abused. About 20 % of eight-graders admit trying them to get high. During the 1980's, the most effective anti-drug message was first lady Nancy Reagan's advice: "Just Say No." However, in the early 90's, attention moved away from drugs. Since then, a few anti-drug ads have been shown by TV stations, though this occurs during off-peak hours – when

young people are less likely to be watching. The fact remains that marijuana is harmful. Studies show that it disrupts short-term memory and hormonal levels. Young women may find their monthly cycle disrupted. Marijuana alters the function of the brain and harms the lungs – one joint has four times more tar than a tobacco cigarette. During a marijuana high, motor skills, such as timing, coordination and alertness, are diminished. Marijuana is also a "gateway" drug: few cocaine, LSD or heroin users did not smoke pot first. One reason is that a teen who uses marijuana is more likely to come into contact with users and sellers of harder drugs. A youngster who is between 12 and 17 years old who smokes marijuana is 85 times more likely to use cocaine than one who does not. Moreover, teenage marijuana use is linked to criminal behaviour. In 1998, 26 % of all male teens arrested in major cities were tested positive for marijuana.

SLANG from the text above:

pot – tráva, hašiš (hovor.)
coke – kokaín
to be stoned – byť pod vplyvom drogy (hašišu)
stoner – človek, ktorý je (opakovane) pod vplyvom drogy (hašišu)

Task 9 Choose an appropriate option from A–C to fill the gaps below according to the text in Task 8.

1. **Teenage drug use has _____ .**
   A) been reduced B) increased slowly C) increased a lot

2. **Illegal drugs have been used at least once by _____ of high school seniors.**
   A) 20% B) 50% C) 26%

3. **Drug-taking has become popular not only among groups of _____ .**
   A) teenage gangs B) troublesome students C) the best students

4. **One fifth of eighth grade students have tried using _____ to get high.**
   A) cocaine B) marijuana C) household products

5. **Nancy Reagan's "Just Say No" message was _____ .**
   A) successful B) ineffective C) too childish

6. **During the 1990's, _____ attention was paid to the anti-drug campaign.**
   A) more B) the same C) less

8. **Joints contain _____ tar than normal cigarettes.**
   A) less B) more C) the same amount of

9. **Marijuana _____ the use of harder drugs.**
   A) can replace B) can lead to C) is 85 times safer than

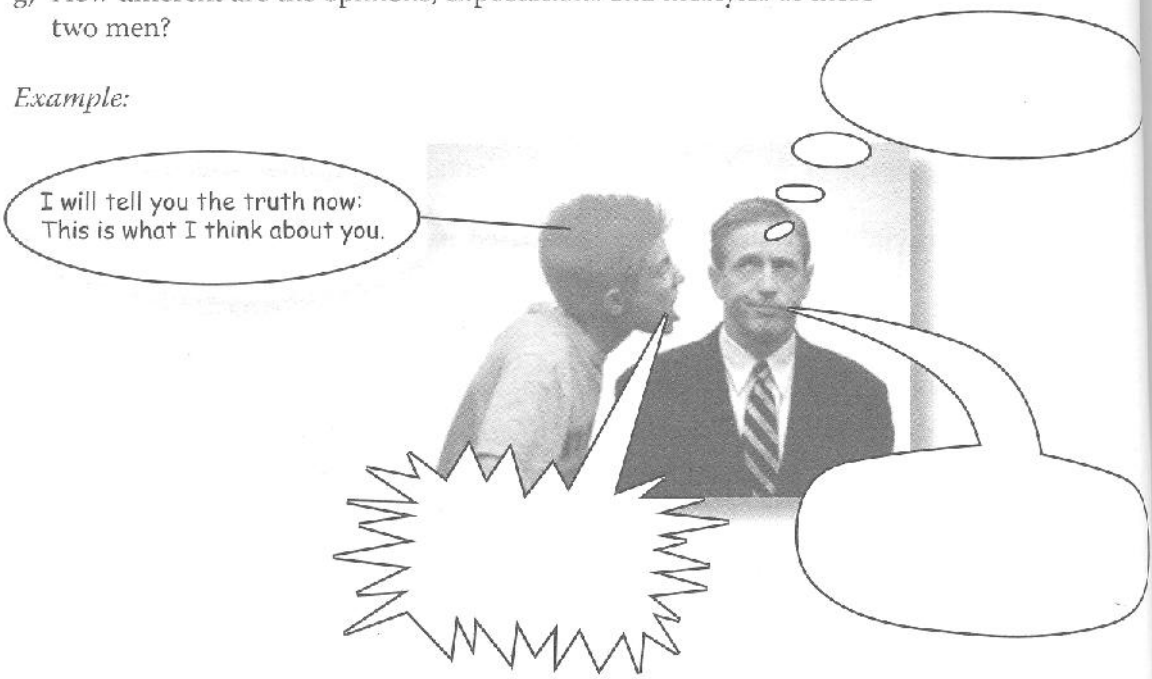
10. **_____ of teenage boys arrested in major cities had taken marijuana.**
    A) More than a quarter B) More than half C) More than a third

☐ REVIEW

Task 10 Look at the picture below and discuss in groups:

a) Who is the boy? Who is the man? What is the relationship between them?
b) Describe their appearance and their possible characters.
c) What does their body language tell us about them?
d) What do you think the boy is *telling* the man? Write your sentence in the bubble.
e) What do you think the man is *thinking* about? Write your sentence in the bubble.
f) What will be the man's reaction to the boy's behaviour? What will he say/do? Write it in the bubble.
g) How different are the opinions, expectations and lifestyles of these two men?

Example:



Task 11 **Read the following facts about the rights of the young in various countries. Are they the same in Slovakia? How do they differ? Are they fair/useful/necessary? What other rights should the young have when they turn 18? Discuss the following issues in groups.**

1. No one under the age of 16 can get married without their parents consent.
2. Persons under the age of 18 cannot be out after 10 PM.
3. Drinking alcoholic beverages is prohibited for people under the age of 21.
4. No one under the age of 18 may vote in national elections.
5. No one under the age of 16 can obtain a driver's license.

☐ SPEAKING

A **Read the text below. Compare the changing approach of some American parents towards their children with Slovak parents' approach. How can a good relationship between parents and their teenage children be created?**

American psychologists say that an authoritarian approach towards children is no longer as common. They say that the generation gap is shrinking in many families. There are less and less strict authoritarian parents and more and more parents that are friends with their children. They share interests with their children and they are more open. Discussions on subjects such as sex and drugs are becoming normal. They try to make their children happy – the word "fun" is more frequent than the word "responsibility". Good parents try to show sympathy and understanding towards their children if they are in trouble.

B **React to the following opinions of some teenagers about their outlooks on life. Do you agree or disagree? Express and justify your opinions about the statements below according to the scale provided.**

TOTALLY DISAGREE – DISAGREE – NOT SURE – AGREE – TOTALLY AGREE



Tereza: *Young people should have enough freedom to take full responsibility for themselves. They should decide what they do with their health, how they take care of their bodies, what they eat and drink. It's their choice...*



Peter: *I honestly feel that young people who are clever and hardworking have many more job opportunities abroad. After graduating from university, I will definitely try to get a job abroad. It will bring me more money, independence and experience.*



Maria: *I do not want to have any serious relationship yet. I feel that I am not ready for it. I prefer to spend my free time with my friends, not with just one person. You know, maybe later.*

Pozri ukážku tejto odpovede na DVD: D. Vyjadrenie súhlasu/nesúhlasu a str. 322.

C Simulation

How would you help a friend who:
– drinks too much alcohol and spends a lot of time pubbing instead of learning,
– wants to run away from home because of his/her parents,
– is bullied by his/her classmates.

D Role-play "MORE POCKET MONEY – AGAIN?"

You: You think that your parents do not give you enough pocket money. Speak to your mother about it. Tell her what you need money for and how much you would like to get. Give good arguments to *persuade* her to give you more money.

Your partner: You are a mother of a teenager who always asks for money. You think that he/she gets enough pocket money. You are not going to give him/her more money because you know that the money is often spent on cigarettes. *Make yourself very angry* and *push the dialogue into a confrontation* because you think that your child gets enough of everything and never appreciates it.

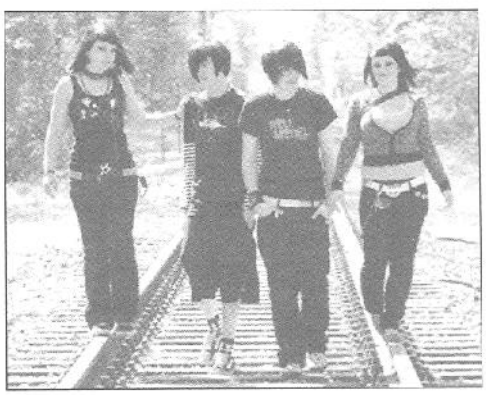
☐ WRITING

✎ Write an essay *(písanie eseje)*

Write an essay (200–220 words) in which you *describe* what it is like to be a teenager in modern society.

✎ Write an essay *(písanie eseje)*

"Emo" (coming from the word "emotional") is connected with the music, fashion and even photography styles of teenagers who are very negative about the life they live. Emo girls often dress in black and boys look female in appearance. They listen to punk rock or emotional music. Many people believe that rebellion is very natural in teens and that everyone has the right to choose their own lifestyle. However, their abnormal behaviour, such as apathy, lack of interest in socialising and self-imposed excluding of themselves from society as well as in some extremes leaving notes of impending death and committing suicide, is not natural at all.



What is *your opinion* about "emo" poeple? Should their lifestyle be promoted or forbidden? *Give* clear *arguments* in your essay in 200–220 words.

19 FASHION



"Fashion is something that goes in one year and out the other."

Author Unknown

"Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening."

Coco Chanel

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and underline the clothes which you certainly do not have in your wardrobe.

• **fabric (material)** *látka (materiál)*	**cotton** *bavlna*, **wool** *vlna*, **corduroy** *manchester*, **chiffon** šifón, **silk** *hodváb*, **velvet** *zamat*, **linen** ľan, **polyester** *polyester*, **nylon** *nylon*, **genuine leather** *pravá koža*, **fur** *kožušina*, **denim** *rifľovina*, **suede** *semiš* **non-iron, shrink-resistant, crease-resistant, washable, waterproof**
• **pattern** *vzor*	**plain** *bez vzoru*, **coloured** *farebný*, **dotted** *bodkovaný*, **flowered** *kvetový*, **striped** *pruhovaný*, **checked** *károvaný*, **transparent** *priesvitný*, **spotted** *fľakatý*
• **neckline** *výstrih*	**high** *hlboký*, **low** *ku krku*, **V-neck** *v tvare V*, **boat neck** *lodičkový*, **polo neck (BrE)/ turtle neck (AmE)** *rolák*, **oval** *oválny*, **collar** *golier*, **collarless** *bez goliera*
• **sleeves** *rukávy*	**dropped** *padavé*, **long** *dlhé*, **raglan** *raglánové*, **short** *krátke*, **sleeveless** *bez rukávov*, **batwing** *netopierie rukávy*
• **beach clothes** *plážové oblečenie*	**bermuda shorts** *bermudy*, **swimming costume (bathing suit)** *plavky*, **bikini** *bikini*, **trunks** *bermudové plavky*
• **winter clothes** *zimné oblečenie*	**anorak** *vetrovka*, **coat** *kabát*, **jacket** *bunda*, **fur coat** *kožuch*, **gloves** *rukavice*, **mittens** *palčiaky (rukavice)*, **scarf** šál/šatka, **cap** *čiapka*, **sweater/jumper/pullover** *pulover, obyčajne bez gombíkov*, **sweatshirt** *mikina/tepláková bunda*, **polo-neck** *rolák*, **cardigan** *štrikovaný bavlnený sveter vpredu na zapínanie alebo na zips*, **hoodie** *pulóver s kapucňou a dvoma vreckami na ruky*
• **ladies' wear** *dámske oblečenie*	**dress** *šaty*, **costume** *kostým*, **skirt** *sukňa*, **blouse** *blúzka*, **wedding gown** *svadobné šaty*, **dressing gown** župan, **pair of stockings** *pančuchy*, **bra** *podprsenka*, **panties** *nohavičky*, **top** *vrchný diel*, **skirt** *sukňa*, **evening gown** *večerná róba*, **blazer** *blejzer/sako*
• **men's wear** *pánske oblečenie*	**boxer shorts** *boxerky*, **pants** *spodky*, **shirt** *košeľa*, **socks** *ponožky*, **trousers** *nohavice*, **vest** *tielko*
• **formal wear** *spoločenské oblečenie*	**suit** *oblek*, **tuxedo** *smoking*, **bow tie** *motýlik do obleku*, **tie** *viazanka*, **cuff link** *manžetový gombík*, **evening gown** *dlhé večerné šaty*, **cocktail dress** *kokteilové šaty*
• **streetwear/casual** *bežné oblečenie*	**sweatshirt** *tepláková bunda*, **tracksuit** *tepláková súprava*, **sweatpants** *tepláky*, **jeans/ denims** *džínsy*, **T-shirt** *tričko*
• **sleepwear** *oblečenie na spanie*	**pyjamas** *pyžamo*, **nightdress(BrE)/night gown (AmE)** *nočná košeľa*, **dressing gown** *župan*, **underwear** *spodné prádlo*

• **workwear** *pracovné oblečenie*	**uniform** *uniforma*, **dungarees** *montérky*, **overall** *pracovná kombinéza*, **white coat** *plášť*, **apron** *zástera*
• **types of shoes** *topánky*	**boots** *čižmy*, **Wellington boots** *gumáky*, **flip-flops** *šľapky cez palec na nohe*, **high-heeled shoes** *topánky na vysokom opätku*, **low-heeled shoes** *topánky na nízkom opätku*, **sandals** *sandále*, **slippers** *papuče*, **sneakers** *tenisky*, **mules** *šľapky*, **clogs** *dreváky*, **plimsolls** *cvičky*
• **accessories** *doplnky*	**bracelet** *náramok*, **earring** *náušnica*, **jewellery** *šperky*, **necklace** *náhrdelník*, **ring** *prsteň*, **sunglasses** *slnečné okuliare*, **beads** *korále*, **brooch** *brošňa*, **belt** *opasok*, **handbag** *kabelka*, **braces** *traky (brace = strojček na zuby)*
• **hair (hairstyles)** *vlasy a účesy*	**haircut** *strih*, **hair style** účes, **bleached** *zosvetlený/odfarbený*, **bun** *vypnuté vlasy v drdole*, **dyed** *zafarbené vlasy*, **highlights** *melír*, **spiky hair** *účes "na ježka"*, **ponytail** *vrkoč*, **perm** *trvalá*, **braid** *zapletený vrkoč*, **straight hair** *rovné vlasy*, **wavy hair** *vlnité vlasy*, **curly hair** *kučeravé vlasy*, **balding** *plešivejúci*, **wig** *parochňa*

WHAT IS WHAT?

cloth *plátno, súkno, látka, tkanina, obrus*
clothes *oblečenie, odev, šaty*
cloths *handry*
to wear *nosiť oblečené*, **to get dressed** *obliecť sa*, **to put/take on** *obliecť si/obuť si*, **to put/take off** *vyzliecť si/vyzuť si*

modern, fashionable, stylish, trendy, "in" *v móde*
out of fashion, old-fashioned *staromódny*

vest *BrE: tričko/AmE: vesta*
pants *BrE: spodky/AmE: nohavice*

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. What is fashion?
2. What do you think fashion reflects?
3. Are you a fashion-conscious person?
4. What are the latest trends in clothing among the young?
5. Whom do you dress for?
6. What are your favourite clothes?
7. What do you wear when you want to impress other people?
8. Which clothes would you never ever put on?
9. Which fashion magazines do you read?
10. Which are your favourite fashion brands?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold answer the questions below.

FASHION AND CHANGES

Fashion is the way of dressing that is popular at a certain time. It is the main **concern** of all people who want to be "in". Fashion changes very fast and sometimes it is quite difficult to say what is still trendy or what is already **out of fashion**. People can **follow new fashion trends** through fashion magazines. Fashion is created by professionals called fashion designers. They invent new styles, **patterns** and look for new, interesting combinations. New models are presented at fashion shows and inspire many fashion-lovers. The old saying that "*Clothes make the man*" is very true in the sense that clothes **reveal** people's origin, religion and even financial situation. They **indicate** their status in society. If we all dressed in the same way **in accordance with** some rules, fashion would never develop and most fashion designers would become jobless.

1. According to the text, what do clothes tell us about people?
2. What is said about the development of fashion in the passage above?

FASHION AND PEOPLE'S ATTITUDES

People's **attitudes** towards fashion are quite different. Some people care a lot about themselves. They are willing to **spend a fortune on** clothes in **brand name** clothes shops. On the other hand, there are people who are not interested in fashion at all. They wear clothes according to their own **taste** and their own style. Finally, there are those who want to be "in" but cannot **afford** to buy expensive and brand name clothes. Therefore, they buy imitations or cheaper clothes in **markets** or in second-hand shops. Sometimes, **it is worth** waiting for good **sales** which are often after Christmas and in the summer.
Fashion is also a form of **self-expression**, especially for young people. They can show their mood, interests, attitudes and status in society through styles, colours, patterns, materials and **accessories.** Others feel the need to copy their role model by imitating his/her appearance. The young often experiment with different combinations of colours and designs to show their freedom, beliefs and feelings. The most popular type of clothes among the young are jeans. Different styles and cuts have been worn by generation after generation.

3. What attitudes toward fashion are described by the writer?
4. Why is fashion a form of self-expression? Look in the text above.

"CLOTHES MAKE THE MAN"

People dress differently for various **occasions**. Formal situations, such as public parties, balls and banquets, **require** formal, **smart** clothes. Not only special occasions require special clothes. In some jobs, people wear uniforms, **white coats,** costumes, aprons and **dungarees**. In many British schools, children have to wear uniforms, too. They are often hated

by children, especially by girls. The main reason for wearing them is to hide social and financial differences among children. The perfect **outfit** for a person is not only achieved through clothes and accessories. Another important part of our image is hair. There is great freedom in hairstyles and colours.

Nowadays, people prefer **ready-made** clothes instead of making them or having them made by **tailors** and **dressmakers.** If women want to have a **unique** dress **for a special occasion,** such as a **ball,** they often go to dressmakers and **have their dress made.** Men have their suits or coats made. Besides styles, materials and designs, **length** and **width** of clothes are the main indicators of changes in fashion. Long skirts have been **alternating** with short ones, **wide** trousers with **narrow** ones. The good thing about fashion is that we can always expect some comebacks. What is **old-fashioned** today, may look romantic and trendy in a few years. However, fashion never quite repeats in the same way.

5. Which workwear is mentioned in the text? Can you say which jobs require special clothes?
6. What do people go to tailors and dressmakers for?

CLOTHES AND WEATHER

The way we dress is **indisputably** connected with the weather. In summer, we all prefer **light** and **airy** materials, such as **cotton** and **silk**. We wear **short-sleeved** or **sleeveless** shirts, T-shirts, loose blouses, skirts, shorts and sandals. **Flip-flops** have recently become the biggest fashion trend. When we go swimming, we wear a **swimming costume** (bikini, one-piece or two-piece) or **trunks**. In winter, warmer materials, such as cotton, **wool** and nylon are preferred. Long-sleeved T-shirts, shirts, **sweaters, jumpers, pullovers, cardigans, polo necks**, jackets, **anoraks**, coats, **mittens, gloves**, hats, caps, **scarves** and boots are worn.

7. Which summer and winter clothes are mentioned in the passage?
8. Which materials are mentioned in the passage above?

TAKING CARE OF OUR CLOTHES

All clothes require special care if we want to wear them for a longer period of time. Therefore, we should follow the washing and **ironing** instructions on the clothes **labels**. Some clothes wash easily, others require **dry cleaning** or must be washed only by hand. If they are washed in a washing machine on a high temperature, they can **shrink** or become larger. **Greasy stains** can be washed out with **stain removers**. The worst happens when coloured clothes are washed together with white ones. If we are not sure how to care of certain clothes, the best thing to do is to go to a local **laundrette** and have them washed and ironed there.

9. What happens to clothes if we wash them in a washing machine on a high temperature?
10. What are stain removers used for?

☐ VOCABULARY LIST

accessory – doplnok
to afford – dovoliť si (kúpiť)
airy – vzdušný
to alternate – striedať
anorak – bunda, vetrovka
attitude – postoj
ball – ples
brand name – značka
cardigan – sveter
concern – záujem
cotton – bavlna
dry cleaning – čistiareň
dressmaker – dámsky krajčír
dungares [dʌŋgə'ri:z] – montérky
flip-flop – vietnamky
gloves – rukavice
greasy stains – mastné škvrny
to indicate – naznačiť
indisputably [ɪndɪ'spju:təblɪ] – nesporne
to iron [aɪən] – žehliť
jumper [dʒʌmpə(r)] – ľahký svetrík
label – etiketa
laundrette [lɔ:n'dret] – práčovňa
length – dĺžka
light – ľahký
market – trh
mittens – palčiaky
narrow – úzky
occasion – príležitosť
old-fashioned – starodávny
outfit – oblečenie
pattern – vzor
polo neck – rolák
pullover – pulóver
ready-made – hotový
to require [rɪ'kwaɪə(r)] – vyžadovať
to reveal – odhaliť
sale – výpredaj
scarf (pl. scarves) – šatka, šál
self-expression – sebavyjadrenie
short-sleeved – s krátkymi rukávmi
to shrink – zbehnúť sa
silk – hodváb
sleeveless – bez rukávov
smart – elegantný
stain remover – odstraňovač škvŕn
sweater [swetə(r)] – sveter
swimming costume – dámske plavky
tailor – pánsky krajčír
taste – vkus
trunks – pánske plavky
unique [ju'nɪ:k] – jedinečný
white coat – biely plášť (pracovný plášť)
wide – široký
width [wɪtθ] – šírka
wool – vlna

in accordance with – v súlade s
It is worth ...-ing. – Stojí za to...
to follow new fashion trends – sledovať nové módne trendy
out of fashion – nemoderný, z módy
to spend a fortune on – minúť veľa peňazí

☐ VOCABULARY PRACTICE

Task 1 Which word is the odd one out in each line? Explain why.

Example: sandals – slippers – scarf (scarf – it is not worn on the feet)

1. baggy – loose – casual – outfit
2. silk – cotton – airy – wool
3. tie – sweater – jumper – pullover
4. anorak – coat – jacket – costume
5. cap – hat – gloves – baseball cap – scarf
6. uniform – handbag – white coat – apron
7. boots – shoes – bathing suit – Wellington boots
8. bracelet – ring – necklace – nylon

Task 2 Match a word on the left with a word on the right to make a collocation (common word pair).

Example: evening dress

1. bermuda	_____	a) designers
2. low-heeled	_____	b) tie
3. fashion	_____	c) shoes
4. swimming	_____	d) neck
5. dressing	_____	e) name
6. bow	_____	f) shorts
7. brand	_____	g) sleeves
8. polo	_____	h) costume
9. airy	_____	i) gown
10. long	_____	j) material

Task 3 Match the halves of the sentences together. If you do it correctly, you will get some advice on how to take care of your clothes.

Example: 1. a) All clothes require special care if you want to wear them for a longer time.

1. Follow carefully the washing and ironing _____.
2. Some clothes wash easily, others require _____.
3. If you wash your clothes in a washing machine on a high temperature, _____.
4. Greasy stains can be washed out _____.
5. The worst happens when coloured clothes _____.
6. If you are not sure how to take care of certain clothes, _____.

a) with stain removers.
b) are washed together with white ones.
c) instructions on the labels on your clothes.
d) they can shrink or become larger.
e) dry cleaning or must be washed only by hand.
f) use the service of a local laundrette.

☐ LISTENING

Task 4 Jumper



You are going to hear a dialogue between a shop assistant and a customer in a department stores. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

1. **The customer wants to buy a jumper for her grandson.**

   A (true) *B (false)* *C (not stated)*

2. **The shop assistant has recommended a Mickey Mouse top to the customer.**

   A (true) *B (false)* *C (not stated)*

3. **The customer will go for the red and white striped top.**

   A (true) *B (false)* *C (not stated)*

4. **Unwanted goods can be returned within 30 days.**

   A (true) *B (false)* *C (not stated)*

5. **The customer pays by credit card for the goods.**

   A (true) *B (false)* *C (not stated)*

6. **The shop assistant is sure that the lady has made a good choice.**

   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 5 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

More than 20 years ago, the possibilities for following fashion [0] were limited in Slovakia. Shops [1] _____ **(sell)** only a few items in boring and dull colours. The same clothes in the same cut, with the same designs, materials and patterns [2] _____ **(wear)** by all of us. I remember five of my classmates from my primary school [3] _____ **(have)** the same style of winter jackets. When women needed a unique dress for a special occasion, such as a ball, they went to their dressmakers and [4] _____ **(their**

dress/make). Men used [5]_____ **(go)** to their tailors to have their suits or coats made, too. The finest tailors [6]_____ **(charge)** a lot of money for designing and sewing your tailor-made clothes. Therefore, many women [7]_____ **(sew)** their own clothes using the cuts from *Burda*, their favourite fashion magazine. If my mother [8]_____ **(not/take)** a course in sewing, she would not have known how to repair or adjust my old clothes to the latest fashion. She [9]_____ **(spend)** all her nights sewing new beautiful dresses for me from the pieces of materials of unworn and old clothes. First, she took measurements of my entire body: waist, hips, sleeves, and bust. Before the clothes were ready, I [10]_____ **(try)** them on a few times so that they would fit perfectly. In the winter, she used to knit warm woollen pullovers, caps and socks for my brother and me. She [11]_____ **(can)** do it very fast even without looking at the work she was doing. While [12]_____ **(knit)**, she watched television. I wish I [13]_____ **(be)** as skilful as my mother. If she hadn't had problems with her eyesight, she [14]_____ **(embroider)**, too. Nowadays, almost everybody [15]_____ **(prefer)** ready-made clothes to tailored ones. Shops and boutiques are full of clothes. We are spoilt for choice. We can spend a fortune on clothes if it is worth [16]_____ **(do)** it.

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example. 8

Example: Fashion is the way of **dressing** that is [0]*popular* at a certain time. — 0. STUDENT

It is the main [1]_____ of all people who want to be "in". — 1. CONCERNED

Fashion is also a form of self-expression, especially for young people. They often experiment with different [2]_____ — 2. COMBINE

of colours and designs to show their [3]_____ , — 3. FREE

beliefs and feelings. Some people show their [4]_____ , — 4. MOODY

interests, attitudes, and status in society through

[5] _____ , colours, patterns, materials and accessories. Others feel the need to copy their role models by imitating their [6] _____ . People's attitudes towards fashion are quite [7] _____ . There are people who [8] _____ a lot about themselves and how they look. They are willing to spend a fortune on clothes in brand name clothes shops and boutiques often named after fashion [9] _____ or famous people. On the other hand, there are people who are not [10] _____ in fashion at all. They have their own [11] _____ in clothes. Finally, there are those who want to be "in", but they cannot [12] _____ to buy brand name clothes. Therefore, they buy [13] _____ or cheaper clothes in markets or in second-hand shops.

5. STYLISH

6. APPEAR

7. DIFFER

8. CARELESS

9. DESIGN

10. INTEREST

11. TASTY

12. AFFORDABLE

13. IMITATE

☐ READING

Task 7 Read the text about Coco Chanel, the world famous fashion designer from the 20th century. Based on your reading, choose the best alternative (A), (B), (C) or (D) for statements 1–7.



COCO CHANEL – The Everlasting Fashion Icon

The pioneering French fashion designer, Gabrielle Bonheur Chanel, known as Coco Chanel, became an important figure in the fashion world in the 20th century because of the philosophy, simplicity and menswear-inspired fashion of her clothes. She was the founder of a very famous fashion brand, Chanel.

When Gabrielle was 12, her mother died of tuberculosis and her father left her and her 5 siblings. As a result, young Gabrielle was sent to an orphanage where nuns taught her how to sew. When she turned 18, she was obliged to leave the orphanage. Instead of becoming a seamstress, she joined the Moulin circus as a cabaret singer. She performed in a variety of bars and it was from there that she got her nickname, Coco, from one of the songs she sang.

Thanks to her singing at Moulin, she met a pivotal person in her life: Étienne Balsan, a rich French textile heir, whose mistress she became. While living with him, she started to design hats as a hobby. However, Étienne was not Coco's biggest love.

It was his friend, Arthur "Boy" Capel, who introduced her to higher society and helped her open a hat shop in Paris in 1913. The affair with Capel lasted only nine months and then he married an aristocratic English beauty. In spite of his marriage, he never completely broke off with Coco. His death in a car accident was the worst event of her life.

Later on, she opened a few more boutiques in Paris and Biarritz and at that time employed 300 people. Her clientele were wealthy Spanish ladies who were spending their holiday in Biarritz and were not particularly affected by the war. She created loose casual clothes made of jersey, considered to be the material for men's underwear. The clothes she designed were simple, gentle, elegant and unique applying elements of men's fashion. She was courageous enough to introduce trousers into women's fashion.

During the war, she decided to close her boutiques since she thought that it was not the right time for fashion. She spent most of her time in the Ritz hotel having an affair with a German officer (Nazi spy). The relationship with him spoilt her reputation in France. However, the British and the Americans remained her faithful customers. It is said that the unforgettable perfume N°5, which sold very well all over the world, helped her to regain the interest of her clients.

Coco's comeback in the 50s was due to much hard work being done which focused on Hollywood celebrities such as Audrey Hepburn, Liz Taylor and Anne Baxter. Coco broke new ground in fashion as well as understanding the potential of logos and of commercials. In photographs, she is often depicted with a hat on her head, wearing pearls, smoking and looking forward. Coco wanted to be special, different and independent. And she certainly managed that. She never married and spent the last years of her life in Switzerland.

(Adapted from http://en.wikipedia.org/wiki/Coco_Chanel)

1. **Gabrielle got the nickname "Coco" because: ____ .**
   A) of a song she sang
   B) the name of a man she was in love with
   C) she flirted with the men in the bars
   D) coconuts were her favourite fruit

2. **Coco grew up in an orphanage because ____ .**
   A) her parents had left her
   B) her parents had died
   C) she had been an unwanted child
   D) her mother had passed away and her father had then abandoned her

3. **When Coco turned eighteen ____ .**
   A) she became a professional singer
   B) she became a professional seamstress
   C) she got married to a wealthy man
   D) she became a cabaret singer

4. **Coco's true love was:** ____ .

A) Étienne Balsan
B) a German officer
C) Arthur "Boy" Capel
D) an unknown Spanish fashion designer

5. **Which of these sentences is NOT TRUE about Coco?** ____ .

A) she is considered to be a fashion pioneer
B) she was a conservative female fashion designer
C) she tried to break new ground in fashion
D) she introduced casual style of clothes for women

6. **The most tragic thing in her life happened when** ____ .

A) she moved to Paris
B) she was put in an orphanage
C) the man of her life died
D) she lived in Switzerland

7. **Coco lost her popularity when** ____ .

A) she invented a new perfume called N°5
B) she started to design clothes for American celebrities
C) she closed all her boutiques when the war started
D) it became known she was having an affair with a German officer

☐ REVIEW

Task 8 Do you know the differences between the following garments? Can you explain them in English? Can you translate them into your language?

A) jumper _____

B) sweatshirt _____

C) polo-neck _____

D) cardigan _____

E) hoodie _____

Task 9 Are the following sentences compliments (CO) or criticisms (CR)?

1. What a nice outfit! _____
2. That skirt really suits you. _____
3. Yes, but it doesn't match her blouse. _____
4. I think that T-shirt is too loose. _____
5. That jacket does not fit you at all. _____
6. The material's lovely! _____
7. That hat looks so good on you. _____

Task 10 Who are these ladies? What is the relationship between them? Where are they? What are they doing? What are they saying? What do you think happened before this picture was taken? What do you think will happen next?



☐ SPEAKING

A **Look at the young models and describe what they are wearing and what occasion you think they are wearing their outfit for. Use the vocabulary from the Vocabulary Input. Which model do you like the most?**



B **What clothes, shoes and accessories would you wear for the following situations?**

1. a first date
2. a job interview
3. going to a discotheque
4. for working in the garden
5. for going to the beach

C Simulation

You have recently bought a new pair of jeans which you think looks very sexy on you. However, your boyfriend/girlfriend is not so keen on them because your jeans cost a fortune and look as if they had already been worn many times and are too tight for you. What would you do? Would you wear your new jeans or would you go back to the shop to exchange them for a different style? Has anything similar ever happened to you? How did you react?

D Role-play "TATOO?"

You: You have been dating your new boyfriend/girlfriend for a month. You are totally in love with him/her and you are sure that he/she is the one. Therefore, you have decided to have his/her name tattooed on your shoulder. Tell your best friend about it and ask him/her to go with you to the tattoo saloon.

Your Partner: Your best friend, who's a bit crazy and madly in love, has been seeing his/her new boyfriend/girlfriend for a month. He/she has decided to have his/her name tattooed on his/her shoulder which you think is absolutely insane because you know how unstable your friend's relationships are. Try to *persuade* your best friend not to do it.

☐ WRITING an essay



(písanie eseje)

"Yesterday's garbage is tomorrow's fashion."

Write an essay (200–220 words) *giving your opinion* on the quotation by fashion.

In your essay, consider:

- the role of fashion in the past and nowadays,
- the reasons why fashion changes,
- the future of fashion.

20 HOBBIES, LEISURE AND LIFESTYLE



Leisure time is that five or six hours when you sleep at night.

George Allen

If you have no problems at your job, you don't have a job, you've got a hobby.

Ronald Dunn

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- free time, spare time, pastime, leisure, likes, dislikes
- **reasons for practising hobbies:** to have fun, to entertain others, to be in the company of other people, make new friendships, to develop talent, to go out, to stay fit, to prevent children from taking drugs or drinking alcohol, to have some interest, to complement our work or study, to relax, to care for pets, to enjoy something, to find a balance in life
- **types of hobbies:** individual, practised in groups, creative, life-long, old fashioned, exclusive, time-consuming, expensive, traditional, unusual/strange/extraordinary
- **examples of hobbies:**
  - *collecting:* stamps, picture postcards, napkins, badges, flags, coins, model cars, stickers
  - *handicrafts:* knitting, sewing, embroidering
  - *doing sports:* jogging, roller skating, inline skating, skateboarding, scuba diving, playing golf, playing badminton, hiking, cycling, rowing, bodybuilding, yachting, hot air ballooning, Zumba dancing
  - *playing games:* chess, dice games, board games, memory games, card games, word games
  - *playing musical instruments:* the piano, the violin, the guitar, the drums, the cello, the flute
  - *art activities:* choir singing, painting, drawing, pottery, reading/writing poems, going to art galleries, listening to music, composing music, acting, photography, crafts
  - *hobbies around the house:* gardening, house maintenance, DIY, car repair, cookery, baking
  - *caring for pets/keeping pets:* horse riding, walking dogs, feeding your tortoise, cleaning an aquarium/cage/stable, fishing
  - *unusual hobbies*: plane/train/car spotting, caving, pottery
- **extracurricular activities:** school clubs, leisure centres, applicants, course instructors
- **lifestyle:** of the young, the adult, the retired/pensioners

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why do people practise hobbies?
2. Which hobbies are very common among your friends?
3. Which hobbies did you have as a child?

4. Why are hobbies connected to lifestyle?
5. How can people spend their leisure time at home?
6. What do you think of keeping pets as a hobby?
7. Do you keep a pet? If so, how do you look after it?
8. Which hobbies do people practise to develop their talent for arts?
9. Which hobbies can be dangerous? Why?
10. Are there enough opportunities/facilities/clubs where you can practise your hobbies? Give examples.

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

LEISURE TIME

Free time after work or study is called **leisure time**. It is the time for fun and **entertainment**. Some people like **to be on their own** and learn new things by reading books or **participating in cultural events**. Others enjoy **company** and often go out or play team sports. It is important to choose hobbies that **fit** our character and **complement** our work or study well. We do them because we need to relax and want to have a good time. However, there are more and more workaholics in our country who **gave up** their hobbies in order to be able to work all the time. Psychologists **consider** this to be a very negative **phenomenon.**

1. What is leisure time?
2. What are common ways of spending free time?

TRADITIONAL VS. CREATIVE HOBBIES

One of the traditional hobbies is the collecting of objects – **stamps**, picture postcards, **napkins**, **badges**, **flags**, **coins**, **stickers**, model cars or ships and other things. Collecting can become a **lifelong** hobby for many people. Collectors meet to exchange the things they collect. However, this hobby is gradually becoming **old-fashioned**. In the past, hobbies such as **knitting**, **embroidering** and **sewing** were very widespread among women in Slovakia. Nowadays, they are rarely seen. Some people have creative hobbies, such as acting, singing in a **choir**, folk dancing or playing pop-music in **amateur groups**. Photography, painting and drawing are also popular hobbies. There are many opportunities for people to **develop their talents** in these **areas**.

3. Which hobbies do you consider old-fashioned? What kind of people still practise them?
4. Which creative hobbies are mentioned in the text above?

HOBBIES FOR DIFFERENT AGES

People of all ages enjoy spending their leisure time practising their hobbies. Many children and young people join different clubs. The most popular are football, tennis, dance or **horse riding** clubs. Some parents **force** their children **to play an instrument** or do some sport because they think that they will **prevent** them **from** taking drugs or drinking alcohol by doing this. Others **failed** to become musicians or sportsmen themselves, so they want their children to **achieve** these **aims**. Teenagers have their own special leisure interests which **form part of** their youth culture. These **include** playing team sports, dancing or going to parties. They like to spend their leisure time actively **in their friends' company**. Those who prefer staying at home usually watch DVDs, listen to music or **browse the Internet.** Typical teenage sports are **roller skating** and skateboarding. In Slovakia, new **cycle** and inline skating **paths** have been built for skateboarders, roller skaters and cyclists. Older people prefer gardening, fishing, reading, going to the theatre, concerts or **art exhibitions**. Slovak **pensioners** are quite traditional and prefer staying at home and do not travel as much as many American **retired** people. A lot of people, both children and adults, **keep a pet** – a dog, a cat, a goldfish, a **canary,** a **parrot**, a **guinea pig** or other more exotic animals. To **care for** a pet well **requires** a good knowledge of their habits and behaviour.

5. What are typical teenage hobbies?
6. Why do parents want their children to have hobbies such as playing a musical instrument or playing a sport?

SPORTS AS HOBBIES

More and more people of all ages are **concerned with** their health and spend some of their leisure time doing exercises to keep fit. **Hiking**, cycling, **rowing**, playing golf and tennis are **outdoor** activities enjoyed by people everywhere. For those who prefer physical exercises **indoors**, bodybuilding and fitness centres are opening up all over the world. They help people stay healthy and fit. This can also be achieved by walking, jogging or swimming, which are also effective and very popular ways of spending leisure time. Finally, there is a group of **exclusive sports** which are practised as hobbies by a limited number of people. **Hot air ballooning** is a fascinating **though** very expensive hobby. It may also be a dangerous hobby when the weather is unpredictable and the wind is too strong. Other increasingly popular hobbies are **skydiving, hang gliding** and wind-surfing. A relatively **recent** sport which has already **attracted the attention** of **a number of** young people is snowboarding which combines skiing, surfing and skateboarding. Many snowboarders practise this sport in the Slovak or Austrian mountains. Some Slovaks like expensive sports that are not so common in our country and they often travel abroad to practise them. These include playing golf, yachting and **scuba diving**.

7. Why do people play sports as a hobby?
8. Which exclusive sports are mentioned in the text above?

BRITISH AND SLOVAK HOBBIES

The British love animals and many families have a pet; usually a cat or a dog which becomes part of the family. Many British people also love gardening. They prefer living in small houses **rather than** flats. The saying *"My house is my castle"* is true for many British people. Do-It-Yourself or just **DIY** (doing practical jobs around the house) has become a very popular hobby. Slovaks like to redecorate their houses or to **repair** pieces of furniture and **household appliances**. There are people who like to repair their cars by themselves, others do **cookery** etc. We can say that Slovaks also like gardening and they do jobs around the house themselves. However, we do not have as many evening classes that are organised for those who want to learn the **basics** of these activities as they have in Britain.

9. Explain the English saying "My house is my castle" in relation to housing as a hobby.
10. Why is DIY considered to be a hobby rather than a necessity?

☐ VOCABULARY LIST

amateur group – amatérska skupina
area [eərɪə] – oblasť
art exhibition – výstava výtvarného umenia
badge [bædʒ] – odznak
basics – základy
canary – kanárik
to care for – starať sa o
choir [kwaɪə(r)] – zbor (spevácky)
coin – minca
company – spoločnosť (ľudí, priateľov)
to complement – dopĺňať
to concern with [kən'sɜ:n] –zaujímať sa o
to consider – považovať za
cookery – varenie
cultural event [ɪ'vent] – kultúrna udalosť
cycle path [saɪkl pa:θ] – cyklistický chodník
embroidering – vyšívanie
exclusive sport – exkluzívny šport
to fail – zlyhať, neuspieť
to fit – hodiť sa
flag – zástava
to force – prinútiť
to give up – vzdať sa
guinea pig – morča
hang gliding [hæŋglaɪdɪŋ] – lietanie na rogale
hiking [haɪkɪŋ] – pešia turistika
horse riding – jazda na koni
hot air ballooning – lietanie na teplovzdušnom balóne
household appliance [haʊshəʊld ə'plaɪəns] – domáci spotrebič
to include – zahrňovať
indoors – vo vnútri
knitting [nɪtɪŋ] – pletenie
leisure time [leʒə(r)] – voľný čas
life-long – celoživotný
napkin – servítok
old-fashioned – staromódny
outdoor – vonku, v prírode
parrot – papagáj
to participate in – zúčastniť sa na
pensioner – dôchodca, dôchodkyňa
phenomenon [fə'nɒmɪnən] (pl. phenomena) – jav
to prevent from – zabrániť
rather than – radšej ako
recent [ri:snt] – nedávny
to require [rɪkwaɪə] – vyžadovať
retired – v dôchodku
roller skating – korčuľovanie
rowing – veslovanie
scuba diving [sku:bə daɪvɪŋ] – potápanie s kyslíkovou bombou
sewing [səʊɪŋ] – šitie
skydiving [skaɪdaɪvɪŋ] – parašutizmus
stamp – poštová známka
sticker – nálepka
though [ðəʊ] – hoci, i keď

a number of – mnoho
to achieve an aim – dosiahnuť cieľ
to attract the attention – upriamiť pozornosť
to be on one's own – byť sám
to browse the Internet – prehliadať Internet
to develop one's talent – rozvíjať niekoho talent
DIY (do it yourself) – urob si sám
to keep a pet – chovať domáce zvieratko
to play an instrument – hrať na hudobný nástroj

☐ VOCABULARY PRACTICE

Task 1 Which of the following hobbies are individual hobbies and hobbies practised in groups (or both)? Which of them do you consider to be unusual? Why?

pottery – skateboarding – horse riding – knitting – collecting coins – playing the drums – choir singing – aerobics – bodybuilding – train spotting – cookery – painting – caving – hiking – yachting – diving – photography – DIY – car tuning

Task 2 Choose three hobbies from Task 1 and using a dictionary, make a list of all the instruments/equipment/tools/special clothes you need to do them.

Example: painting: canvas, paintbrush, paint colours...

Task 3 Which hobbies would you recommend to these people? Which hobbies wouldn't you recommend to them? Explain why.

1. a bored teenager who likes movement, fun and the company of friends
2. a talented girl who likes singing
3. an older man who works a lot physically
4. a middle-aged woman who wants to lose some weight
5. a pregnant woman who can't play any sports
6. a teenage girl who loves extreme sports
7. a retired couple who like spending time together
8. a hyperactive small child
9. a middle-aged man after having a knee operation
10. an only child who feels lonely and is bored

☐ LISTENING

Task 4 Hobbies

You are going to hear four people speaking about their hobbies. Decide which hobbies speakers 1–4 have from the options A–F listed. There are two extra letters which you will not need to use. Listen to the recording twice.

CD 2 Track 8

Speaker One ___E___
Speaker Two ___F___
Speaker Three ___D___
Speaker Four ___B___

A) writing books
B) fishing
C) hiking
D) taking photographs
E) belly dancing
F) badminton

Task 5 Diving Course

You are going to hear a dialogue between an applicant for a course and an instructor. For questions 1–5, choose the best alternative (A), (B), (C) or (D). There is always only one correct answer. Listen to the recording twice.

CD 2 Track 9

1. Which course is the man and his family interested in?

A) the jet skiing course
B) the diving course
C) the windsurfing course
D) the yoga course

2. What's the problem with the course they all wanted to take?

A) there are no more places available
B) there are not enough applicants
C) the course is too expensive
D) the course is only for master divers

3. What suggestion does the man make to the course instructor?

A) that they could learn how to dive in Egypt
B) that they could have their names put on the list
C) that he could call the master divers
D) that a new group could be created

4. Which course does the man think his wife will probably be interested in?

A) the yoga class
B) the jet- skiing course
C) the rafting course
D) the windsurfing course

5. Who will certainly take the jet-skiing course?

A) all members of the family
B) the man and his wife
C) the man and his son
D) the man's wife and their son

☐ LANGUAGE IN USE

Task 6 Read the text below about Scrabble and fill in each gap with an appropriate word. There is only one missing word in each line. Follow the example. —8

ARE YOU FOND OF SCRABBLE?

Scrabble is one of the most famous board games and is played all [0] *over* the world. It was invented by an architect called Alfred Butts in 1929 during the Great Depression in [1]_____ United States. He developed the word game in which knowledge, skill and luck [2]_____ needed. The original game called *Lexico* was a simple word game [3]_____ players were scored for the number of letters and the kind of letters [4]_____ used. Later on, Mr. Butts was inspired [5]_____ crossword puzzles and improved the game when he introduced a board with 225 square spaces. It was [6]_____ with seven letters per turn which were put onto little counters. Different letters [7]_____ worth different points. Finally, Mr. Butts modified the rules and name of the game and with the help [8]_____ another businessman, James Brunot, he introduced this [9]_____ version of Scrabble.

Today, it can be played by two to four players [10]_____ score points by forming words from lettered tiles on a board with a 15-by-15 grid. The words can [11]_____ formed vertically or horizontally [12]_____ never diagonally. The game starts when the first player forms [13]_____ word from the seven letter tiles and places it on the playing board. The following players must link [14]_____ words to the letters already placed on the board. All [15]_____ created must appear in a standard dictionary. Letters score differently; less frequent ones are [16]_____ ten points, while more common letters have a lower value. Some squares on the

board increase the point value of letters or entire words. The blank tiles can [17]_____ used as any letter. The objective of the game is to get the highest score [18]_____ all of the letter tiles have been used up.

Celebrities such as Mel Gibson, Sting and [19]_____ Queen of England are also scrabble players. Since 1929, more than one hundred and fifty million sets of the game have been sold worldwide. Scrabble is played in more than 120 countries and is available in more than 29 different languages. It is [20]_____ excellent strategic game and a favourite among people of all ages.

Task 7 Read the dialogue below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

NERO IS GONE

A: Hello Braňo, it's so good to see you. How have you been (you, be)?

I [1]_____ **(not, see)** you for ages.

B: I am fine, thanks. And you?

A: Fine. I haven't seen you [2]_____ **(walk)** your dog for a long time.

B: Well, that's a long story. We [3]_____ **(not, have)** him anymore.

A: Sorry to hear that. What happened to him?

B: Well, one day, we [4]_____ **(wake up)** in the morning and Nero was gone.

A: How come? [5]_____ **(he, run)** away?

B: I don't think so. I assume he was stolen.

A: [6]_____ **(you, joke)?**

B: No, not at all. He just disappeared. Someone must have taken him at night when we [7]_____ **(sleep).**

A: I can't believe my ears.

B: You know, sometimes I blame myself for that. If we [8]_____ **(keep)** him inside, it wouldn't have happened.

A: How about your kids? They were really fond of him, weren't they?

B: Yes, and that's the main problem and that's why my wife and I [9]_____ **(decide)** to get them a puppy.

A: That's a great idea. [10]_____ **(you, buy)** ?

B: Yes. We [11]_____ **(already, agree)** on a Great Dane.

A: Wow, that's a huge dog.

B: Yes, but very smart too.

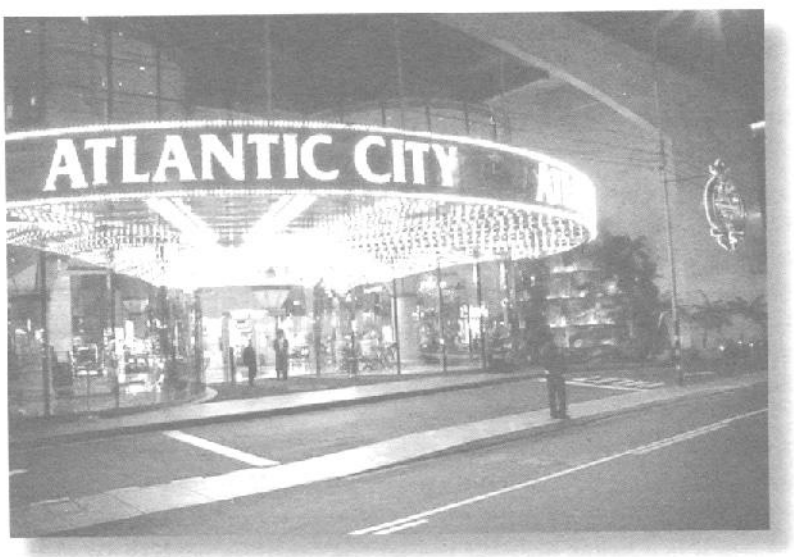
A: Great. I'm sure we [12]_____ **(meet)** more often walking our dogs. So, see you soon. And good luck.

B: Yeah, Take care.

☐ READING

Task 8 **Read the information from a tourist guide about Atlantic City. Decide whether the following statements 1–7 are true or false. Write the letter or letters (A–G) of the paragraph in which you found the evidence for your answer.** ⟵8

HAVE FUN IN ATLANTIC CITY



A	Atlantic City is a city in Atlantic County, New Jersey, USA. It is a famous holiday resort known for having the longest boardwalk in the world, a great gaming atmosphere, shopping centres, sandy beaches and distinctive hotels. It was also used as the inspiration for the board game Monopoly.
B	With 12 marvellous casinos, Atlantic City provides 24-hour gaming action. Try your luck at everything from Roulette to Blackjack. You are welcome to enjoy the gambling atmosphere in Atlantic City's newest casino – The Borgata. Do not worry about the law; gaming in Atlantic City is legal.

C	The stars shine all night on Atlantic City. Listen to your favourite songs played by the very best musicians: Liza Minelli, Tom Jones, Whitney Houston and many others frequently light up Atlantic City's nights at the many bars and restaurants in town. Be seated in the best seafood restaurants and experience stunning views of the Atlantic Ocean.
D	The first Boardwalk in Atlantic City dates back to 1870 when hotel owners there built it along the beach to keep the sand out of their lobbies. It was one of the first of its kind in the United States. Today, the Boardwalk offers visitors 9. 25 km for cycling, jogging, unique Rolling Chair tours and shopping opportunities.
E	The beaches are great places for families. You can relax in the glorious sunshine while the children swim in the sea or build sand castles on the clean, safe beaches. Are you a golfer? There are 22 beautiful public golf courses in the Atlantic City area. Relax and play a round. Hooked on fishing? Hire a boat, go saltwater fishing and bring home supper.
F	The Atlantic City Historical Museum is a must for anyone interested in the traditions of America's favourite place to play. Or do you prefer the arts? The Fine Arts Centre exhibits paintings, jewellery and photography. The oldest remaining one of its kind in the world, *Ripley's Believe It or Not! Odditorium*, is another major attraction which includes a collection of 20,000 photographs, 20,000 artefacts and more than 130,000 cartoon panels.
G	Atlantic City hosts the famous Miss America Contest every September. Tears, excitement, expectation... The contest proves once again that Atlantic City is the place for winners – come and enjoy Atlantic City for an experience you will never forget!

(Adapted from Atlantic City Convention and Visitors Authority: America's Favourite Playground, p. 70)

1.	**In Atlantic City, gaming in casinos is not against the law.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
2.	**The city itself is a great holiday resort for families with their children.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
3.	**There are not many opportunities to practise sports in Atlantic City.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
4.	**The first Atlantic City Boardwalk was built for celebrities.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
5.	**In Atlantic City, there are also some opportunities for art lovers.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐

6.	**A beauty contest is organised annually in Atlantic City.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐
7.	**Atlantic City casinos are open nonstop.** *A (true)* *B (false)* *Which paragraph (A–G) supports your answer?* ☐

☐ REVIEW

Task 9 Read the following playing instructions taken from various games. Which games do you think they are from? How would you say these phrases in your language?

a) roll the dice
b) it's your turn
c) shuffle the cards
d) pick up a card
e) lose one's turn
f) pick a letter at random
g) yell out "Bingo"
h) place the letters horizontally

Task 10 Conduct an Internet survey.

Find out the rules of the most famous games, such as Monopoly, Scrabble, Bingo, Poker and so on. Next lesson, bring the game with you (if you have it at home) and teach your classmates how to play it (of course in English).

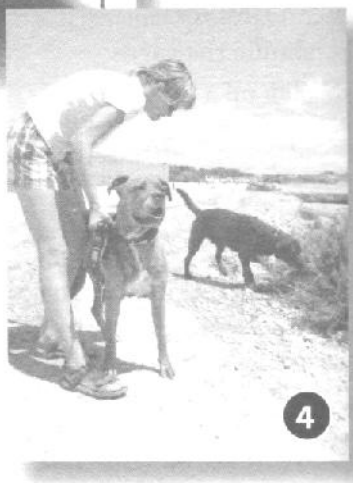
☐ SPEAKING

A **Look at the pictures below. Talk about how people in the pictures usually spend their free time. Say why some people prefer spending their free time alone.**

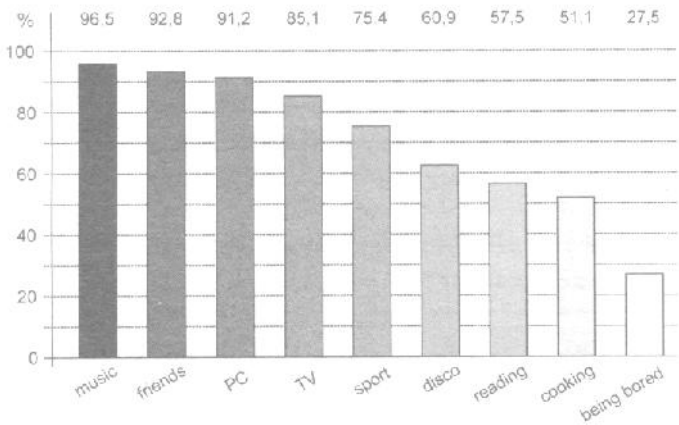








B **Look at the graph and explain its results. The data shows the varying ways in which 50 secondary school pupils spend their leisure time. Do you find any of the data surprising? Say how you usually spend your free time.**



Ways of spending free time by secondary school students (total = 50 students)

See also Some useful phrases and expressions on page 335 (Box 11).

C Simulation

Your classmate skips classes a lot. You have heard that he has been seen several times in casinos gaming. You are worried about him because he hangs out with other guys who earn (and lose) money gambling. Would you interfere in any way? Would you talk about it with him/her, his/her parents, friends, teachers?

D Role-play "UNINTERESTED LISTENER"

You: You have just taken a driving test which you did not pass and you are very angry about it. You are talking to your friend who is not very interested in what you are talking about. He will interrupt you a few times and he will try to change the topic. *Do not let him change the topic* and keep telling him all about your driving test.

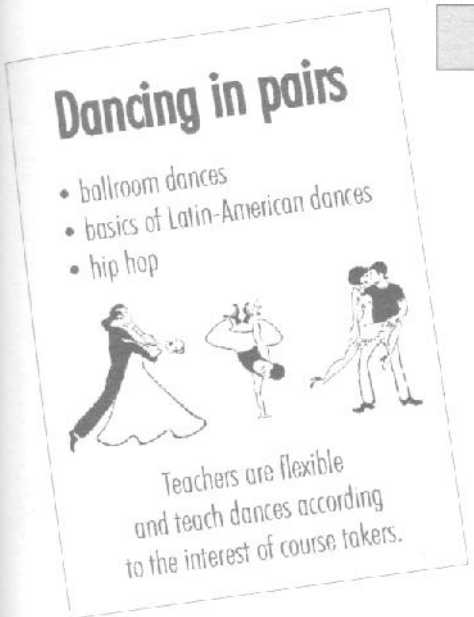
Your partner: You are not in the mood for listening to your friend who is telling you all about his/her driving test. *Try to change the topic* as politely as you can.

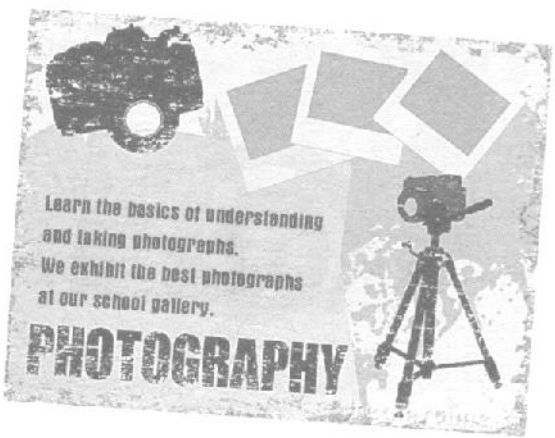
☐ WRITING letter of enquiry

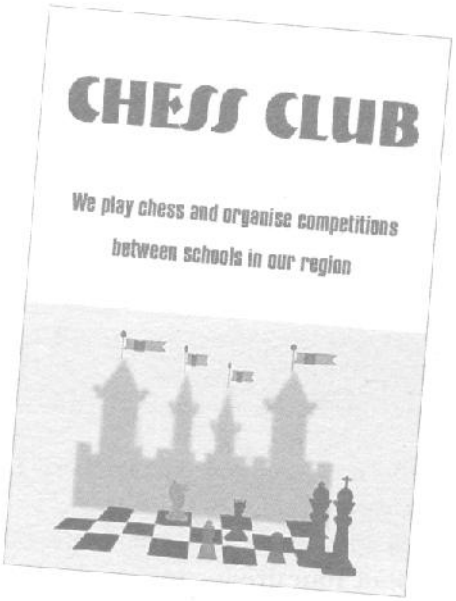
(písanie listu – žiadosť o informácie)

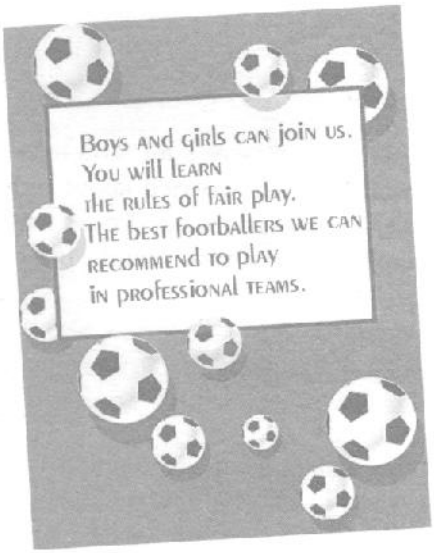
The School Leisure Centre (SLC) offers a variety of courses that you can apply for. Read the list and then choose one you are interested in. Write a letter to the SLC Manager and *ask for more information* about the chosen course (how often, price, prerequisites for taking the course, number of course takers, course instructors, etc.)

SCHOOL LEISURE CENTRE (SLC)



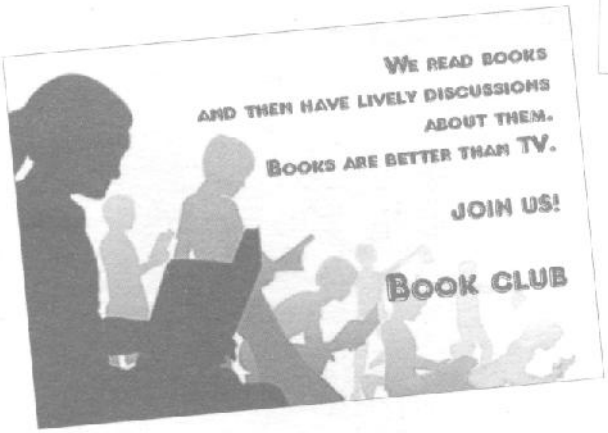



CHESS CLUB
We play chess and organise competitions between schools in our region


Boys and girls can join us.
You will learn
the rules of fair play.
The best footballers we can
recommend to play
in professional teams.


Do you like acting?
If you do, then join us.
We give performances at school parties.


RADIO STATION
Our radio needs good speakers.
Good voice and communication
skills are welcome.


We read books
and then have lively discussions
about them.
Books are better than TV.
JOIN US!
Book club

21 TRAVELLING



A man travels the world over in search of what he needs and returns home to find it.

George Moore

Own only what you can carry with you; know language, know countries, know people. Let your memory be your travel bag.

Alexander Solzhenitsyn

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **reasons for travelling:** to work, for education, on business, for pleasure, for a holiday, to seek adventure
- **ways of travelling:** with a travel agency, backpacker, globetrotter, budget traveller, self-catering holiday, package tour
- **means of transport:** to travel by car, bus, coach, plane, ship, cruiser, to ride a bike/motorbike, drive a car/bus, fly a plane, go on foot, walk
- **at the airport:** check-in desk, luggage is weighed, air safety rules (sharp and metal objects are detected, passengers are X-rayed/screened), customs, customs officers, gate, boarding card, baggage reclaim
- **kinds of planes:** charter flight, scheduled flight, delayed flight, cancelled flight, postponed flight
  - *plane:* to take off, to land, to crash, to hijack
  - *flight:* charter/scheduled
  - *passengers:* get on/off the plane, board a plane, disembark, catch a plane, miss a plane, fasten seatbelts
  - *on the board:* window seat, middle seat, aisle seat, cockpit
  - departures/arrivals/delays
  - pilot, steward, stewardess, customs officer, police officer
  - jet lag, turbulence
- **trains:** slow, fast, intercity trains, sleeping car, dining car, compartment
- **buses/coaches:** short/long distance, destination, reasonably priced tickets, return ticket/single ticket, to get on/off, to arrive/leave, platform
- **car:** to exceed the speed limit, to get/have a flat tyre, to pay a toll/fine, to get in/out, motorway, crossroads, zebra crossing, roundabout, traffic lights, to overtake, to hitchhike, to run out of petrol, to fill up the tank
- **other means of transport:** ferry, liner, speedboat, submarine, underground, tram, trolleybus, hot air balloon, helicopter, rocket
- **types of holiday:** first minute/last minute holiday, self-catering, backpacking holiday, with a travel agency
- **preparation for journey:** set off on a journey, go on a trip, travel abroad, packing (baggage, luggage, suitcase, carry-ons, map, guide book,), arranging (accommodation), confirming the flight, cancelling the flight
  - *documents*: identity card, passport, visa, job permission, insurance, (flight) ticket
- **types of accommodation:** hotel, hostel, motel, B&B (bed and breakfast), chalet, apartment, guesthouse,
- **in the hotel:** luxurious/posh, comfortable
  - to check-in, to check out, to book into a hotel, to make a reservation, wake-up call
  - half board, full board, all-inclusive, continental breakfast, buffet
  - receptionist, porter, holidaymaker, guest
- **travelling in the future:** new destinations (aquatic, cosmic), faster means of transport

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which place or country would you like to travel to? Why?
2. What means of transport would you use to get there?
3. What experience do you have of travelling with travel agencies?
4. Would you like to travel to exotic destinations as a backpacker? Why/Why not?
5. Have you ever flown? What was it like?
6. Which means of transport is the most dangerous? Why?
7. Which are the most popular destinations for summer and winter holidays for Slovaks?
8. When you go on holiday with your parents, what kind of accommodation do you arrange?
9. What three things do you always pack when you go on holiday?
10. How will people travel in the future and where do you think they will travel to?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

REASONS FOR TRAVELLING

Every day hundreds of people travel from one place to another for various reasons – to go to work, to go to school, to go somewhere **on business** and **for pleasure.** Travelling abroad has **recently** become very popular. In every season of the year, airports, **railway** stations, **seaports** and bus stops are full of people travelling long or short **distances.** Before 1989, Slovaks **were** basically only **allowed to** travel to Eastern European countries, East Germany, Bulgaria, Romania and the **former** Yugoslavia. Since Slovakia **joined** the EU in 2004, travel has become easier. Nowadays, many Slovak secondary school and university students spend a year or a semester studying abroad. Many Slovak girls work as au pairs mostly in Great Britain and Germany via student agencies which **arrange** everything necessary. Slovaks do not need passports anymore to travel to EU countries; they only need their identity cards. However, there are countries outside the EU which we still need a visa to go to.

1. According to the text, what are common reasons for travelling?
2. Why has entry into the EU made travel easier for Slovaks?

WAYS OF TRAVELLING

The **average** Slovak family tries to **go on holiday** at least once a year. Some prefer winter holiday and go to Slovak or Austrian **ski resorts** to ski. Most people travel during the summer holiday because the weather is usually good then and children do not have to

go to school. Some people prefer to travel to a Slovak holiday resort, but many choose to travel abroad. If families use a travel agency and choose a trip from the agency's brochure, the agency arranges everything for them – travel, **accommodation, insurance** and a travel guide. The most frequent summer holiday **destinations** for Slovaks are Croatia, Egypt, Greece, Italy, Spain and Tunisia. Last or first minute offers have recently become extremely popular. However, there are people who prefer to arrange their own holiday without the involvement of a travel agency. They **book** accommodation over the Internet and study everything necessary before their **departure**. They are called **backpackers** and they usually **get to know** the country better because they are in closer contact with its people. There are more and more people for whom travelling is a **lifelong passion**. **Globetrotters** (world travellers) and travel journalists spend most of their time travelling **seeking** adventure and knowledge.

3. What are the most popular destinations for Slovak travellers throughout the year?
4. Discuss the advantages and disadvantages of arranging your holiday with and without the help of travel agencies.

TRAVELLING BY AIR

Travelling by air is exciting, fast, comfortable and relatively safe, but **rather** expensive. In countries, such as the USA, where people have to travel long distances, travelling by air has become quite common. Nowadays, it is **becoming a common practice** in our country to book plane tickets using Internet-based travel agencies. Some **low-cost airlines** sell their tickets only over the Internet. At the airport, passenger show their **flight tickets** and passports. Their luggage is **weighed** and they **go through customs**. For **air traffic safety** both people and luggage have to be **checked** and metal objects have to be **detected**. Some rules even forbid passengers from having **containers filled** with any type of **liquid** in their **hand luggage.** On the plane, a **steward** or **stewardess** shows passengers their seats and gives them safety information. Before the **aircraft** moves, the ***"Fasten** Your Safety Belts"* and *"No Smoking"* signs are switched on. During the flight passengers are offered meals, **refreshments** and drinks. After **landing,** passengers **disembark** and go to the **arrivals hall**, where they wait for their luggage. After showing their passports and visas to an immigration officer, they are free to go out and enjoy the country in which they have landed.

5. What are low-cost airlines?
6. What happens before departure and after arrival? Use the information from the text.

TRAIN

Trains are cheap, produce less **pollution** and are safe but not very clean and comfortable. This is especially true of slow trains which stop at every station. Fast trains and intercity trains are more comfortable for longer distances. They do not stop at every station. Trains on longer journeys may have a **sleeping car** and a **dining car** to make the journey more pleasant. Speaking about train travel in Europe, we should not forget to mention the *Channel Tunnel*, which connects the British railway system to the continental one. Direct

trains **link** London with other European cities including Paris and Brussels. In the past, train travel was a very popular way of travelling all over the world, but in the last few **decades** it has been replaced by other forms, such as travelling by plane, **coach** and car.

7. What types of trains are mentioned in the text above? What do we know about them?
8. How is the British railway system connected with the continental one?

OTHER MEANS OF TRANSPORT: COACHES, CARS, BIKES

Coaches are buses for long-distance travel. They are fast and comfortable, with **reasonably priced** tickets. In our country, many people prefer coaches to trains. During the **holidays**, travel agencies offer many coach trips to mountain or seaside resorts. Travelling by coach to London, passengers may have the interesting experience of crossing the English Channel by **ferry**.

People's opinions on cars **differ** quite a lot. Some view them positively and some negatively. Cars are comfortable and quick; they are not safe, they **pollute the environment** and are rather expensive. **In spite of that**, the number of cars on our roads and **motorways** grows higher and higher every year. In the USA, there are more cars **per person** than anywhere else (1.9 people per car). Many young drivers **contribute** much to the **accident rate**, which is very high. However, speed limits and strict alcohol tests have **considerably** reduced traffic deaths.

Many people all over the world like travelling by bike. Some go to school by bike, others prefer cycling as a sport or a hobby. Many people go for cycling holiday, which is both healthy and exciting. This type of travel depends much on the weather. Therefore, summer is the best season for cycling tours.

9. What are coaches?
10. How can the accident rate on roads be reduced?

FUTURE FORMS OF TRAVEL

Travel analysts try to **predict** which tourist destinations will be popular in the future and imagine future forms of travel. They say that Slovakia has the potential to become a popular holiday destination **due to** its natural scenery and outdoor sports potential. Therefore, we need to invest a lot of money in our infrastructure and tourist services. They also say that there will be new types of tourist destinations – **aquatic** and cosmic. Flying high above the Earth in an **airship** or staying at an underwater luxury hotel could become a part of our future summer holidays.

11. What needs to be done to make Slovakia a popular holiday destination?
12. What predictions do travel analysts make about future forms of travel and future destinations?

☐ VOCABULARY LIST

accommodation – ubytovanie
aircraft – lietadlo
airline – letecká spoločnosť
airship – vzducholoď
aquatic [ə'kwætɪk] – vodný
to arrange – dohodnúť
arrival hall – príletová hala
average – priemer, priemerný
backpacker – individuálny turista, ktorý si sám organizuje cestu
to book – zarezervovať si
to check – skontrolovať
coach – diaľkový autobus
container – nádoba
to contribute – prispievať
considerably – výrazne
decade – dekáda
departure [dɪ'pa:tʃə(r)] – odchod
destination – miesto dovolenky
to detect – zistiť
to differ – líšiť sa
dining car – jedálenský vozeň
to disembark – vystúpiť
distance – vzdialenosť
due to [dju:tə] – kvôli
to fasten – pripútať sa
ferry [ferɪ]– trajekt
to fill – naplniť
flight ticket – letenka
former – bývalý
globetrotter – svetobežník
hand luggage – príručná batožina
holiday (AmE: vacation) – dovolenka
holidays – prázdniny
in spite of (that) – napriek tomu
insurance [ɪn'ʃʊərəns] – poistenie
to join [dʒɔɪn] – pripojiť sa
to land – pristáť
lifelong passion [pæʃn] – celoživotná vášeň
link – spoj
liquid [lɪkwɪd] – tekutina
low-cost – nízkonákladový
motorway – diaľnica
per person – na osobu
pollution [pə'lu:ʃn] – znečistenie
to predict – predpovedať
rather – dosť, príliš
railway – železnica
recently [ri:sntlɪ] – nedávno
refreshment – občerstvenie
seaport – prímorský prístav
to seek [si:k] – hľadať
ski resort – lyžiarske stredisko
sleeping car – spací vozeň
steward – palubný sprievodca
stewardess – letuška
to weigh – vážiť, odvážiť

accident rate – nehodovosť
air traffic safety – bezpečnosť leteckej prevádzky
to be allowed to do – mať dovolené urobiť
to become a common practice – stať sa bežnou praxou
for pleasure [pleʒə(r)] – pre potešenie
to get to know – spoznávať
to go on holiday – ísť na dovolenku
to go through customs – prejsť colnou kontrolou
on business – služobne
to pollute the environment – znečisťovať životné prostredie
reasonably priced – cenovo výhodný

☐ VOCABULARY PRACTICE

Task 1 Which means of transport might you see in the following places?

Example: in the air: plane, jet, hot air balloon, helicopter (chopper)...

a) at a seaport: _____

b) on a highway: _____

c) under the water: _____

d) in the streets: _____

e) on the railways: _____

f) in the mountains: _____

Task 2 Preparation for a journey. Make a list of FIVE objects you would definitely pack in your backpack if you were planning on going to an exotic country as a backpacker. Write them down in order of their importance. Compare your list with your partner and explain the reasons of your choices.

Example: passport



1. _____

2. _____

3. _____

4. _____

5. _____

Task 3 Which instructions would you certainly follow if you were travelling to the following destinations for the following reasons:

- **The High Tatras – a self-catering skiing holiday with your family**
- **Thailand – as a backpacker with your best friend**
- **Paris – as a tourist with a travel agency going sightseeing**

a) check the validity of your passport
b) print the route of your journey
c) arrange accommodation on your own over the Internet
d) read hotel reviews
e) change money
f) arrange travel insurance
g) pack waterproof clothes
h) take medication against malaria
i) pack some medicine
j) confirm your flight ticket
k) ask about visa requirements
l) choose the sights you want to see
m) find out about the local culture/food/customs/safety
n) learn phrases in the local language
o) pack a pair of hiking boots

Task 4 Read the following list of rules which passengers have to follow when they travel by air. Are they TRUE? FALSE? IFFY? Correct the false ones. If you are not sure, check on the Internet.

a) Passengers can take their own drink on board.
b) If passengers' luggage is overweight, they have to pay an extra fee for it.
c) Passengers have to take off their shoes when they walk through metal detectors.
d) Passengers are allowed to smoke in the toilets in a plane.
e) Passengers can buy duty-free goods on board directly from the stewards/stewardesses.
f) Passengers can use their laptops and mobiles on board.
g) Passengers are recommended to keep their seatbelt fastened during the whole flight.
h) Passengers receive a boarding pass after they hand over their luggage at the check-in desk.
i) Passengers are expected to arrive at the airport at least 30 minutes prior to the flight's departure.
j) If scissors or any other sharp objects are detected before boarding on the plane, they are taken away from the passenger.
k) Babies on board can be seated in the lap of the adult person accompanying the baby.

☐ LISTENING

Task 5 Booking a Room



You are going to hear a dialogue between a hotel receptionist and a potential guest. Choose one correct answer from (A), (B) or (C). Listen to the recording twice.

1. **Why is the client calling the hotel?**
   A) to confirm their accommodation
   B) to arrange accommodation
   C) to complain about the accommodation

2. **What kind of room does the client require?**
   A) a double room
   B) a single en-suite room
   C) a double en-suite room

3. **What day does the client want to check-in?**
   A) Friday
   B) Saturday
   C) Sunday

4. **What is the client's name?**
   A) Phellps
   B) Felps
   C) Phelps

5. **Which room does the customer finally get?**
   A) a double en-suite room
   B) a single en-suite room
   C) a double room

Task 6 Calling to a Reception



You are going to hear a telephone conversation at a hotel. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

1. **The guest wants to be woken at 7.00 in the morning.**
   A (true) *B (false)* *C (not stated)*

2. **The guest has a meeting at 7.30.**
   A (true) *B (false)* *C (not stated)*

3. **The guest does not want to have breakfast in her room.**
   A (true) *B (false)* *C (not stated)*

4. **Breakfast is normally available until 9 o'clock.**
   A (true) *B (false)* *C (not stated)*

5. **The guest would like to have an earlier breakfast.**
   A (true) *B (false)* *C (not stated)*

6. **The hotel will provide tomato juice for the guest's husband's breakfast.**
   A (true) *B (false)* *C (not stated)*

7. **The guest would like to have a map of the town.**
   A (true) *B (false)* *C (not stated)*

8. **All the rooms are given a free copy of the Times newspaper.**
   A (true) *B (false)* *C (not stated)*

9. **The guest is not happy with the service she has been given.**
   A (true) *B (false)* *C (not stated)*

10. **The guest will recommend the hotel to friends.**
    A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 7 **Read the text about the fear of flying and decide which word or phrase A–D best fits each space. There is only one correct answer for each space.** —B

Most people have a [0] B of heights. [1] ____, when coupled with extreme media coverage of disasters, this can [2] ____ to a very debilitating fear of flying. Furthermore, for many people, not having [3] ____ control of the plane makes the fear [4] ____. This is not necessarily a rational fear, if looked [5] ____ in the context of all possible hazards. There are far fewer fatalities per airline passenger-mile [6] ____ there are per automobile driver-mile. This is probably [7] ____ in part to the fact that someone else is doing the driving, and has been [8] ____ well-trained, is not tired, is not drunk, and has a [9] ____ in case he or she , for example, [10] ____ coffee in his or her lap. Knowing a little bit about aerodynamics can sometimes [11] ____ your anxiety. Even if planes [12] ____ like bricks, the plane would cover quite a few horizontal miles before falling to the ground. [13] ____ planes are not bricks, they are sideways sails. Lift is generated [14] ____ the forward motion of the plane, so the plane does not even fall as fast as a brick. In the time that it [15] ____ for the plane to get to the ground, the pilots have quite a bit of time to search around [16] ____ a convenient highway to land on. For example, a 747 at

cruising altitude that has lost all power in all its engines would have about 132 miles to find a suitable [17]____ on which to make an emergency landing. Another reason to conquer fear of flying is to take soaring or hang gliding lessons [18]____ you can feel the force of the lift. Windsurfing might also help. Furthermore, commercial jets always have at least two (and usually three) engines. The chances of two [19]____ simultaneously are very slim. So relax. Personally, I lost all fear of flying after living [20]____ to an airport for a few years. The planes kept going up and they kept landing. And never once did a plane crash at that airport. This made me understand at a very instinctive level just how safe air travel is.

(Adapted from Webfoot: Sherwood, KD: Travelling by Air, p. 89)

0	A panic	**B fear**	C anxiety	D phobia
1	A However	B Whereas	C Furthermore	D But
2	A go	B lead	C move	D cause
3	A any	B none	C no	D a
4	A -	B better	C higher	D worse
5	A for	B over	C at	D on
6	A then	B than	C as	D like
7	A cause	B reason	C due	D because
8	A enormously	B hardly	C carefully	D extremely
9	A coverage	B substitution	C backup	D reserve
10	A spills	B pours	C splits	D holds
11	A deduce	B reduce	C detect	D protect
12	A flew	B blew	C grew	D hung
13	A In spite	B But	C Despite	D Nevertheless
14	A by	B with	C for	D on
15	A lasts	B takes	C gets	D saves
16	A after	B for	C at	D forward
17	A road	B route	C way	D track
18	A to	B so	C because	D that
19	A fuelling	B falling	C failing	D filling
20	A cloze	B nearby	C near	D close

Task 8 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.**

Dear Maria,

I [0] miss **(miss)** you so much. We [1] _____ **(arrive)** in London on time. My aunt Betty [2] _____ **(feel)** a little bit sick on the plane. She [3] _____ **(fly, not)** before. When we [4] _____ **(take off)** I offered her one of the pills I usually take when I fly. Of course, she [5] _____ **(refuse)**. On the way there, we [6] _____ **(talk)** about you. I didn't have to say anything, she had already guessed how I feel about you. She [7] _____ **(say)** that she liked you a lot, so that's good news. And how are you, Maria? What [8] _____ **(do)** now? I [9] _____ **(watch)** the weather forecast every day to see if you [10] _____ **(get)** enough sunshine. It was great to be with you and I hope to hear from you again soon. Send me a postcard from Paris!

With love,

Ken.

☐ READING

Task 9 **You are going on a one-week walking holiday to Galway, Ireland with two friends of yours. Try to find the most appropriate accommodation for all of you. Study the following reviews and decide which accommodation you would book.**

Take into consideration the following requirements:

- you are trying to have a cheap holiday,
- you don't want to be too far from the town,
- one of your friends is allergic to animal fur,
- you would like a television in the room for rainy days,
- you all enjoy sport, and you would like to do some on holiday.

Fairview Guesthouse ★★

We offer a comfortable home for you in the hills above Galway. Located in a quiet area with perfect facilities for fishing and hiking, yet just a thirty-minute drive away from the nearest town. Breakfast is included and all guests can use our free gym.



7 nights: € 725

Hilltop View Guesthouse ★★★

The Hilltop View Guesthouse has a well-deserved reputation for providing top quality town-centre accommodation at surprisingly reasonable prices. It also has its own mini-golf course and free coffee and tea throughout the day. Breakfast is included.



7 nights: € 920

Glenferris Castle Hotel ★★★★

Live it up in the lap of luxury in this exclusive hotel. With half or full board you need never leave this oasis, with its panoramic views by day and great piano bar by night.



7 nights: € 1 500 – € 1 700

Connemara Coast Hotel ★★★

Just along the coast from Galway, you'll find this great hotel on the beach offering half board, with one of the best golf courses in Ireland and with two restaurants, the guests are spoilt for choice.



7 nights: € 1 000 – € 1 350

1. Considering all our requirements, I would like to book: _____

_____

2. My reasons are: _____

_____

3. If that place is fully booked, our second choice would be: _____

_____

4. My reasons are: _____

_____

5. We find the following accommodation totally unacceptable for us: _____

_____

6. Our reasons are: _____

_____

Task 10 Read Jana's story. There are some parts of the sentences that are missing. Choose which option (A–J) best fits into the sentences (1–8). There are two extra options. ~~8~~

It was my dream to go to Denmark. 1 to visit two friends of mine. They had been working there as au pairs for six months. My friends advised me to fly from Vienna to Copenhagen. That was the best way for me to travel. 2 , so I was quite nervous. Whenever my family goes on holiday, we always forget to take something with us. Once, my brother forgot to take his camera. Then, my grandparents forgot their bus tickets. This time, I forgot my passport. 3 , the woman at the check-in desk asked me for my passport. I couldn't find it anywhere. I had to leave the queue and then phone home. 4 that I had left the passport on the table in the hall. Luckily, she had asked Aunt Lucy to bring it to me to the airport. She gave me my aunt's mobile number. 5 , a large customs officer tapped me on the shoulder. I turned round, quite frightened. He asked me if I had lost something. 6 that he had my passport in his hand! Aunt Lucy was standing just behind him and smiling like an idiot. Aunt Lucy went with me back to the queue at the check-in desk. 7 , so I was happy that she was there with me. After getting my ticket, I saw that I only had a few minutes left. 8 and ran to passport control. The woman at the desk took my ticket and asked: "Do you have your passport?" "Of course," I answered with a smile.

A) I was going to answer when I noticed...
B) When I arrived at the airport...
C) I was really nervous...
D) Just as I was dialling the number...
E) I had never flown before ...
F) As soon as I remembered...
G) I wanted to go there...
H) If I hadn't called Aunt Lucy...
I) I said goodbye to Aunt Lucy...
J) My mum answered and told me...

☐ REVIEW

Task 11 **What is the difference in meaning between the following words? If you are not sure, check their meanings in your dictionary.**

a) ship/boat/yacht/ferry
b) bus/coach
c) van/sleeping car/compartment
d) check-in/check out
e) to land/to take off
f) journey/voyage/cruise/trip/excursion
g) road/route/way
h) double room/twin room/single room/en-suite
i) lobby/foyer/hall
j) vehicle/vessel
k) platform/gate
l) to get in/to get on

Task 12 **In groups, design a vehicle that could be used in the future for travelling. Draw it and describe it to your class. Consider its size, the material it will be made of, how it will be steered, the type of energy it will use, the kind of people who might use it, destinations and its impact upon the environment. Let your classmates decide whether they would use your invented vehicle for travelling or not.**

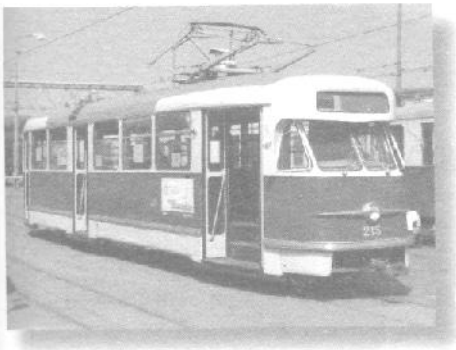
☐ SPEAKING

A **Look at the pictures below. Name the means of transport in the following pictures.**

- **Talk about:**
  - the advantages and disadvantages of the different means of transport in the pictures below,
  - who might use them and their destinations,
  - the places where you might see these means of transport.







3



4



5



6

B **Here are some tips for summer holidays. Read them and say which one you would choose and explain why.**

	Where	*How*	*Who with*	*Accommodation*	*Activities*
1.	at the seaside	package tour	your boyfriend/ girlfriend	three-star hotel	swimming in the sea, sunbathing, discos,
2.	in the forest	self-catering holiday	your parents	mountain chalet	hiking, walking in the woods, picking mushrooms
3.	in the country	backpacking	your friends	tents	BBQ, riding horses, cycling
4.	on a yacht in the sea	via a travel agency	a male crew	yacht	snorkelling, scuba diving, fishing

Pozri ukážku tejto odpovede na DVD: C. Riešenie problému a argumentácia a str. 319.

C **Simulation**

It is your parents' wedding anniversary and as a present, you have booked them a one-week holiday in a wonderful holiday resort on an island. The only possible way to get there is by plane. However, your parents are terrified of flying. How would you *persuade* them to overcome their fear? What would you do if they refused to go?

D Role-play "AT A TRAVEL AGENCY"

A Sunspot Travel newspaper advert had a last minute holiday to Turkey advertised for £300. This was a mistake – it should have been £800.

You: You work for Sunspot Travel. You are very tired. You have worked hard all day because many customers have been asking about these last minute trips. *Apologise* to the customer for the mistake and offer him/her a different holiday for £300.

Your partner: You want to buy the trip to Turkey for £300. You get very angry when you find out about the mistake – it should be £800. That is too much for you. But you still want to go on holiday. *Ask* the travel agent for other alternatives.

☐ WRITING



✎ Writing an informal letter *(písanie osobného listu)*

Write a letter to your cousin about your summer holiday which you spent with your friends at the seaside.

Write about:

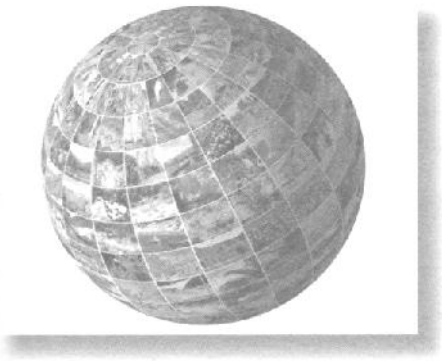
– how you spent your summer holiday,

– *describe* the place,

– describe what you did there,

– *say what you liked/did not like* about your holiday.

22 TOWNS AND PLACES



My home is not a place, it is people.

Lois McMaster Bujold

The world is a book and those who do not travel read only one page.

St. Augustine

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **world:** globe, in the north, in the south, in the east, in the west, the North Pole, oceans (the Atlantic Ocean, the Indian Ocean, the Pacific Ocean), continent, state, sea (the Mediterranean Sea, the Baltic Sea, the Dead Sea), peninsula, island, coast, cliffs, bay, harbour, beach, gulf, river, lake, loch, pond, channel, waterfalls, geyser, thermal springs, climatic zones, fauna and flora, protected animals, endangered species, forests, rainforests, jungle, volcano, desert, plains, lowlands, caves, canyon, moorland, glacier, the Alps, the High Tatras, the Low Tatras, mountains, hills, peak, vast area, Seven Wonders of the World
- **urban areas:** metropolis, megalopolis, megacity, global city, city, town, suburb, outskirts
  - –industrial, hectic, administrative, financial, trade, residential, distant, convenient
  - –landmarks, skyscrapers, infrastructure (roads, rails, metro system), housing estate, shopping centres, business centres, cultural events, sports facilities, job opportunities, tourism, sights, sightseeing
- **rural areas:** country, countryside, village, hamlet
  - –peace, safety, solitude, farming, growing plants
- **attractions for tourists:**
  - –ruins, castle, palace, cathedral, church, museum, gallery, statue, tower, bridge, clock, historic building, tomb, altar, gate, route, well, fountain, spa
  - –abandoned, ancient, breathtaking, distant, eye-catching, historical, medieval, protected, splendid, unique, reconstructed, damaged, ruined, decorated, preserved, protected, densely/thinly populated, hilly, mountainous, sandy, stony
  - –bird's view, landscape, to take a picture/photo/snapshot, to record with a camera/camcorder

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Where do you live? What makes the place where you live special for you?
2. What advantages and disadvantages are there of living in towns?
3. What advantages and disadvantages are there of living in the country?
4. Which activities can people do in towns/cities and in the country?
5. Where do you think the most dangerous places in the world are? Why?

6. Which destinations are unreachable? Why?
7. Describe the place you have been to that you like most.
8. Which town or place in the world would you most like to visit one day? Why?
9. Which towns or places do you consider to be "Wonders of the World"?
10. Why do some people travel on their own as backpackers? Would you like to try it too?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

REASONS FOR PEOPLE'S MIGRATION

There are many beautiful places in the world where people would like to live or **at least** spend their holiday. Some people like the **tranquillity** and **peacefulness** of the countryside. Others prefer **leading** a hectic life in **crowded** towns and cities. **Nowadays**, it is quite normal for people to live in different places during their lives. Moving is often connected with work, education and marriage. Adapting to a new place and **assimilation** may take some time. On the other hand, there are people who spend all their lives in one place. They do not have any personal, financial or other **reasons** for leaving home. **From time to time**, we all leave our homes when we travel away for holiday.

1. According to the text, what are common reasons for people moving home?
2. What are the advantages and disadvantages of moving from place to place?

THE MOST BEAUTIFUL TOWNS AND PLACES

There are many beautiful places in the world. Some of them are surprising, inspiring and exciting. The most beautiful cities of the world might include Prague, Barcelona, Hong Kong, Istanbul, Jerusalem, London, New York, Paris, Rio de Janeiro, San Francisco, Venice **along with** many others. They offer a lot of **excitement,** possibilities for sightseeing, shopping opportunities in the most luxurious shops, as well as **a wide range of** restaurants, casinos and night clubs. The Hawaiian Islands, the Seychelles and the Pacific Islands are called **"paradise"** places. They are preferred by those who look for the exotic and relaxation. The **unbounded** countryside of the Alps, New Zealand, Coastal Norway and Tuscany offer a lot of **adventure**. Antarctica, the Amazon, the Canadian Rockies, the Galápagos Islands, the Grand Canyon and the Sahara are some of the most beautiful **wild** places in the world. They are popular especially among nature lovers. The **wonders** of the world, such as the Acropolis, the Giza Pyramids, the Great Wall, Angkor, Machu Picchu and the Taj Mahal, are perhaps the most **mysterious** places in the world.

3. What do the cities mentioned in the text offer tourists?
4. Which towns and places mentioned in the text above have you been to?

LONDON

London is the capital of England and of Great Britain. It is a city of traditions, historic buildings, monuments, theatres, parks and interesting museums. It is the biggest city in Europe.

On the *River Thames*, there is *Tower Bridge* and *the Tower*, which are visited by many tourists. In the past, The Tower of London was a **fortress**, a royal palace and a prison. Now, the Tower is a museum of **arms** and the place where the **crown jewels** are kept.

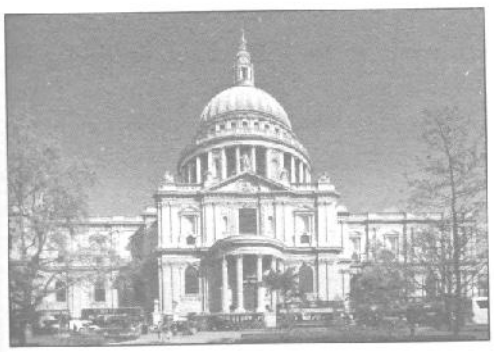


Tower Bridge



The Tower

There are many beautiful churches in London. *St. Paul's Cathedral* is the greatest of English churches. It was built by the famous English architect, Sir Christopher Wren. Wellington, Nelson and many other great British figures are **buried** there. *Westminster Abbey* is the **coronation** church of almost all English monarchs and most of them are buried there.

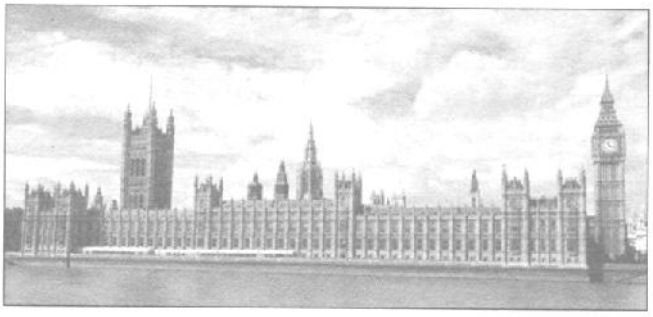


St. Paul's Cathedral



Westminster Abbey

The Palace of Westminster, also known as *The Houses of Parliament*, is the seat of the British Parliament. When Parliament is **in session**, a flag flies at the top of the *Big Ben* clock tower, which is famous for its **accuracy** and for its 13-tonne bell, which is **nicknamed** "Big Ben".

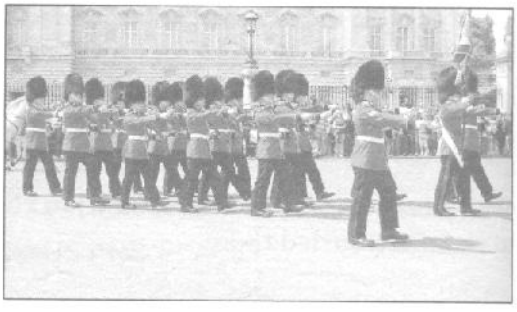


The Houses of Parliament, Big Ben

Another place of interest for visitors in London is *Buckingham Palace*, the London residence of the British royal family. Every day at 11:30, the Queen's Guard in uniform perform the ceremony of the Changing of the Guards.



Buckingham Palace



Changing of the Guards

The most famous streets for their shops and entertainment are *Piccadilly, Bond Street, Regent's Street, Carnaby Street* and *Oxford Street*. In the centre of Piccadilly Circus there is the *Statue of Eros* (God of Love). One of the largest London squares is *Trafalgar Square* with its statue of Admiral Nelson in the centre.



Piccadilly Circus



Trafalgar Square



Oxford Street

WASHINGTON

Washington, D. C. (District of Columbia) is the capital of the USA. Government buildings, such as *the White House*, the official residence of the U.S. president, *the Capitol*, the Congressional building and ***the Supreme Court***, can be found there.
There are more than 300 memorials and statues in Washington of which the three most famous ones are *the Washington Monument*, *the Lincoln Memorial* and *the Jefferson Memorial*. *Georgetown*, situated to the west of the city, is the oldest and the most **prestigious** part and houses many foreign embassies. To the south-west there are *Arlington National Cemetery*, *Ronald Reagan Airport* and *the Pentagon*, the U.S. military **headquarters**.
Washington is also a major national centre of culture and education. There are four universities in Washington: *Georgetown University* (1815), which is Catholic, *George Washington University* (1821), *the American University* and *Howard University*, which was opened in 1860 as a university for Afro-Amewrican students.
Washington's principal cultural institutions are *the National Gallery of Art*, *the Smithsonian Institution* and *the Library of Congress*. *The Smithsonian Institution* is the world's largest museum complex of 15 museums and a zoo. It is an important centre for **research** into the arts, science and history. *The Library of Congress* is the largest U.S. library. It contains great collections of books, **manuscripts** and maps.

10. Can you label the sights in the pictures below with their names?
You can find them in the text. What have you learnt about them?













☐ VOCABULARY LIST

accuracy [ækjərəsɪ] – presnosť
adventure – dobrodružstvo
along with – spolu s
arm – zbraň
assimilation [əsɪmɪleɪʃən] – prispôsobenie
to bury [berɪ] – pochovať
coronation – korunovácia
crowded – preplnený
crown jewels – korunovacie klenoty
excitement [ɪk'saɪtmənt] – vzrušenie
fortress – pevnosť
headquarters [hɛdkwɔ:təz] – veliteľstvo
including – vrátane
to lead [li:d] - viesť
manuscript – rukopis
mysterious - záhadný
to nickname – prezývať
nowadays – v dnešnej dobre
paradise - raj
peacefulness – mierumilovnosť
prestigious [prɛ'stɪdʒəs] – prestížny
reason [ri:zn] – dôvod
research - výskum
speech [spi:tʃ] - reč
tranquillity [træŋkwɪlɪtɪ] - pokoj
unbounded [ʌn'baʊndɪd] – nespútaný
waxwork – dielo z vosku
wild – divoký
wonder – div

at least – aspoň, prinajmenšom
a wide range of – široká škála
to be in session – zasadať
from time to time – z času na čas
the Supreme Court [sʌpri:m kɔ:t] – Najvyšší súd

☐ VOCABULARY PRACTICE

Task 1 Read the definitions below and decide which places for living they best describe. 1–8

city – town – village – global city – hamlet – megacity – suburb

1. A _____ is a residential community of people ranging in population from a few hundred to several thousand. It is larger than a village but smaller than a city.

2. A _____ is usually larger and more important than a town. Skyscrapers, housing estates, business centres and shopping centres are typical. Infrastructure, such as roads, streets and public transport routes (metro rail system), are well-developed.
3. A _____, also known as a world city, is a main centre of trade, banking, finance, innovations and markets. It is a place with enormous power or influence.
4. A _____ refers to any city of enormous size, with a total population in excess of 10 million people. It is also known as a megapolis or megalopolis.
5. A _____ is a place with houses and other buildings (e.g. a church, a school, a pub, some shops), usually smaller than a town. It is usually situated on the outskirts of a city.
6. A _____ is normally found in rural areas. It is usually larger than a hamlet and smaller than a town or city.
7. A _____ is a small settlement, too small or unimportant to be considered a village.

Task 2 Add the words in column A to the words in column B to make logical word pairs. ~~8~~

A		B
Example: job	_g_	a) possibilities
1. educational	_____	b) traffic
2. social	_____	c) station
3. football	_____	d) malls
4. cultural	_____	e) life
5. theatre	_____	f) performance
6. shopping	_____	g) opportunities
7. railway	_____	h) events
8. heavy	_____	i) stadium

☐ LISTENING

Task 3 Visit to the Statue of Liberty

You are going to hear Melinda speaking about her visit to the Statue of Liberty in New York City. Based on your listening, write a SUMMARY of the text on the lines provided. Then, compare your summaries in class. Listen to the recording twice.

CD 2
Track 12



☐ LANGUAGE IN USE

Task 4 The following letter is missing capital letters. Find the mistakes and correct them.

dear karla,

thanks a lot for that lovely postcard from south africa. it seems that you really enjoyed your holiday. i am staying now in london at my brother's flat. he is working here as a guide for slovak tourists. yesterday he took me to see central london. i was really impressed. it consists of three main areas. the city is the oldest part with the tower on the north bank of the river thames. did you know that in the past, the tower was a prison? many famous people in english history were imprisoned and put to death there. now, the tower is a national museum of arms. it is also the place where the crown jewels are kept. i also saw tower bridge. about 20 minutes walk from the tower there is another historic building, st. paul's cathedral, the greatest of english churches. it was built by the famous english architect, sir christopher wren. wellington, nelson and other great british figures are buried in st. paul's cathedral. tomorrow, we are going to see buckingham palace, which is the british royal family's residence in london. if we are lucky, we will see the ceremony of the changing of the guards. i cannot wait till tomorrow. so, that is all for now. i will write more when i am at home.

love,

antonia.

☐ READING

Task 5 Predicting

Which expressions might you find in a text about New York City? Circle them. Then read the text below and put a tick (✓) next to those which you found in the text.

CHURCHES – GOVERNMENT – SHOPPING MALLS – SEAPORT
AGRICULTURE – FASHION – CAREER – SPAS – HIKING –
MEDIEVAL – ADRENALINE – SCYSCRAPERS – MULTICULTURAL –
FREEDOM – GARDENS – QUEEN – TERRORIST ATTACK –
ARMY – IMMIGRANTS – AVENUE – GREEN – MAYOR –
CRIMINALITY

Task 6 **Read the text about New York City. Based on the text, decide whether the following statements 1–10 are true or false. Then, indicate the letter of the paragraph (A–H) in which you found the evidence for your answer.**

NEW YORK CITY

A	New York is the largest city in the USA and one of the most fascinating cities in the world. Its present population is more than 8 million people. It is an important seaport, with good connections inland and is the largest business, industrial and cultural centre in the USA. It is also the centre of the art world, the media world, the theatre world and the fashion world.
B	New York, originally called *New Amsterdam*, was a little Dutch town built on a small part of Manhattan Island. In 1626, the Dutch colonizers bought the island from the Native Americans for 24 dollars in goods. The Dutch protected the town against the natives with a wooden wall. The site of that wall is now occupied by *Wall Street*, which is known as the world's most important financial centre.
C	After the War of Independence, New York was the capital of the USA for four years and its first President was inaugurated there in 1789. One of the most impressive views of New York City is the typical Manhattan skyline, seen from *Liberty Island*, which is dominated by a number of skyscrapers. In 2001, the tallest of them, the 110-storey *Trade Centre Towers*, were destroyed in a terrorist attack.
D	There are many famous attractions in NYC. One of them, the *Empire State Building*, built in 1931, was also called "the eighth wonder of the world". It has 102 storeys and a TV tower at the top. It was the highest building in the world until 1954. Another famous place is the *Rockefeller Centre*, a large business and entertainment complex of 21 buildings, mostly skyscrapers.
E	Another place of interest is the *Brooklyn Bridge* which connects Brooklyn to Manhattan Island. It is a masterpiece of 19th century engineering. It was the first bridge to use steel for cable wire. The *Statue of Liberty* stands with its torch in NYC Harbour, on *Liberty Island*. It is 92 metres high including its pedestal.
F	The statue itself weighs 225 tons. It was donated to the American people by France in 1886 to commemorate the alliance between the USA and France during the American Revolution. The Statue, symbolising freedom and democracy, was the first sight for immigrants coming to the USA by ship in the 19th and 20th centuries.
G	*Fifth Avenue* is famous for its luxurious shops, jewellers and office buildings. It runs for six miles through the city. *St. Patrick's Cathedral*, the largest Roman Catholic church, is also there. Equally famous is *Broadway*, an old Indian road. Most theatres, including the well-known *Metropolitan Opera* and *Carnegie Hall*, as well as many cinemas and bars are on Broadway. People coming to New York City like to visit *Chinatown* with its restaurants serving typical Chinese food.

H	A unique atmosphere is characteristic of *Greenwich Village*, the home of artists writers, actors and musicians. Central Park is the largest and most important park in NYC. It was officially opened for the public in 1876. It offers both summer and winter attractions, such as a zoo, an ice-skating rink, an open-air theatre, tennis courts, cycle paths, children's playgrounds, concerts and dances. *The Metropolitan Museum of Art* is located in the park.

1.	**New York is one of the largest American cities.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
2.	**The Dutch were the original inhabitants of New York.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
3.	**Wall Street is on land where the wooden wall was built by the Dutch to protect them against the natives.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
4.	**The first American president was inaugurated in New York.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
5.	**The Trade Centre Towers were the tallest skyscrapers in NYC.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
6.	**The Empire State Building with its 102 storeys is the highest building in the world.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
7.	**The Statue of Liberty was bought by the Americans for 24 dollars in goods.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
8.	**The best place for doing shopping is Fifth Avenue.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
9.	**Carnegie Hall is situated on Broadway.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐
10.	**Central Park offers all-year-round attractions.** *A (true)* *B (false)* *Which paragraph (A–H) supports your answer?* ☐

☐ YOUR HOMEPLACE

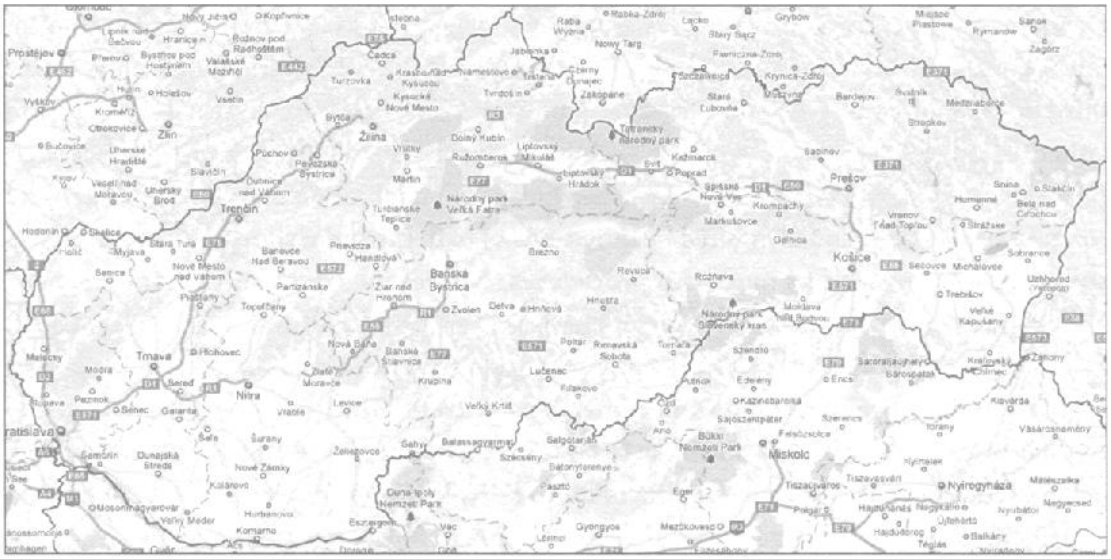
Task 7 Which of the following can be found in the place where you live?

art gallery – swimming pool – shopping centre – park – factory – football stadium – petrol station – zoo – university – bar – train station – castle – disco – museum – theatre – restaurant – river – bank – post office – cinema – hospital – hill – casino

Task 8 Which adjectives best describe your hometown/birthplace?

small – clean – agricultural – loud – medium-sized – famous – damaged – cheap – old – expensive – peaceful – safe – dangerous – large – hectic – historic – modern – crowded – isolated – industrial – reconstructed – densely populated

Task 9 Prepare a PowerPoint presentation on the most picturesque place to be visited in Slovakia. In your presentation, explain the reason for your choice and say what makes it so fascinating for you.



Task 10 **Now, read the text about Slovakia to find out about interesting places. You, as a "tour guide", are supposed to prepare an itinerary for a group of seven foreign teenage students who like hiking, cycling, climbing and caving. They are going to stay in Slovakia for five days. Decide, where you will start the trip and where you will finish it. Follow this plan:**

DAY 1: _____

DAY 2: _____

DAY 3: _____

DAY 4: _____

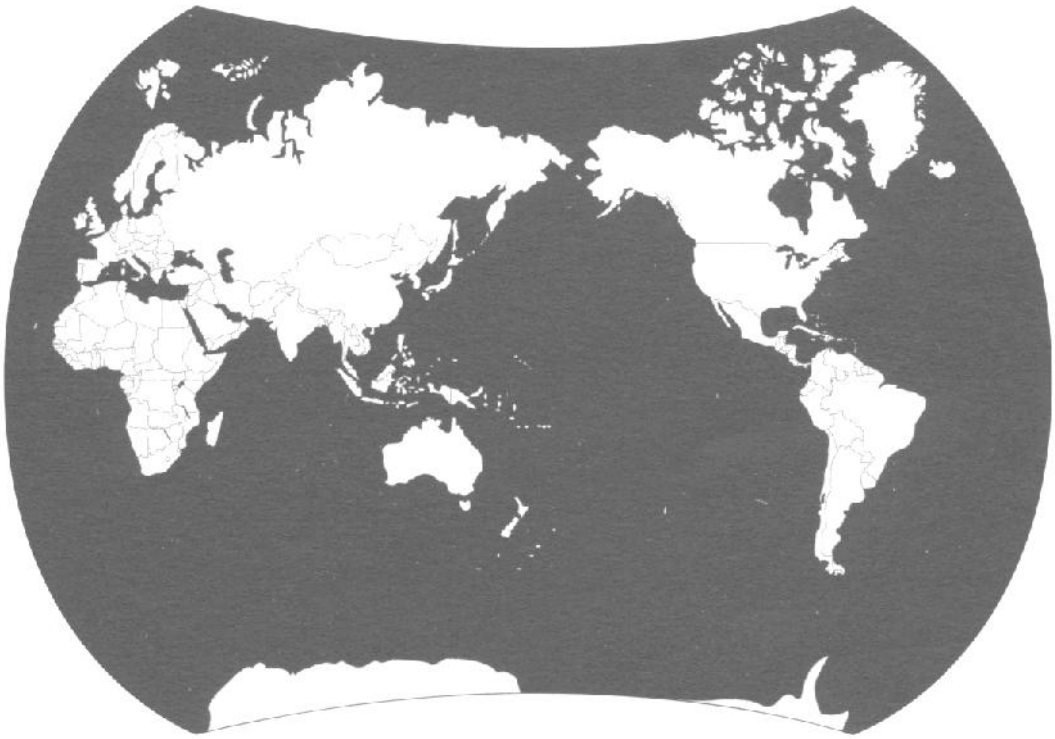
DAY 5: _____

Slovakia offers many interesting places for relaxation. Beautiful countryside, caves, roaring waterfalls and vast plains attract many domestic and foreign tourists. *The High and Low Tatras* are great for spending active holiday during the whole year. Hiking, skiing, cross country skiing, cycling and horse riding are very popular among visiting tourists. *Podbanské* is one of the best-known tourist centres with hotels, shops, skiing centres, restaurants and cultural sites. *Tatranská Lomnica* offers a variety of types of accommodation, ski slopes, casinos, fitness centres, a horse-racing track and many other activities for tourists. *Veľká* and *Malá Studená Dolina*, with its waterfalls, is one of the most beautiful places for hiking. *Jánska Dolina* with its thermal swimming pools, *Chopok* (the second highest peak), *The National Park of the Low Tatras, Kráľova Hoľa, Demänovská Dolina* and *Demänovská Ice Cave* are the places which are visited very frequently. Slovakia is also famous for its many mineral and thermal springs. In 2004, storms devastated almost one third of the forests in *the High Tatras National Park*. To repair the damage it is possible to either replant the forests or let nature itself bring the area back to life. *Trenčianske Teplice, Bardejov, Sliač, Dudince, Smrdáky* and open air spas in the mountains of *Štrbské Pleso* and *Nový Smokovec* are annually visited by thousands of patients and visitors. The most famous spa is in *Piešťany*, with its mud bath procedures. Besides its natural attractions, Slovakia also offers many interesting places for sightseeing. The most beautiful castles are in *Orava, Spiš, Trenčín, Zvolen* and *Bojnice. Levoča*, an old town, is very famous for its beautiful wooden creations made by the woodcarver Master Paul. "The gold town", *Kremnica*, and the "silver town", *Banská Štiavnica*, are famous for their mining history. Slovakia also offers many cultural events for tourists. The folklore festivals in *Východná, Detva, Myjava* and elsewhere reflect cultural traditions preserved through folk songs and dances.

☐ SPEAKING

A Look at the map of the world

- **Think of the following places and mark them on the map with the abbreviations used below:**
  - the most exotic place in the world (EXO),
  - the most dangerous place in the world (DNG),
  - the most expensive place in the world (EXP),
  - the most distant place in the world (DIS).
- **Talk about these places and explain your choices.**



B Talk about...

- Would you ever like to live in a "megacity", such as New York, London, Paris or Tokyo? How would your personal and professional life be different if you lived in a "megacity"?
- Talk about the place where you were born. Say which people and important relationships your birthplace is connected with.

C **Which of the following towns and places would you certainly offer as travel destinations if you owned a travel agency? Why?**

Prague – Niagara Falls – London – the Sahara – New York City – the Alps – Venice – the Great Chinese Wall – Paris – the Grand Canyon – the Amazon – the Antarctica – the Giza Pyramids – Jerusalem – the Seychelles

D **Role-play "BEING HOMESICK"**

You: You have been an exchange student in Australia for seven months. You love the country, but you really miss your home. You are currently skyping with your best friend whom you haven't been in touch with for a while. Tell him/her how homesick you are and what you miss most about Slovakia. Talk about the things that you will hardly ever get used to in Australia (the food, the weather, the driving...). Originally, you planned to stay there more than a year but now you are seriously considering coming home earlier.

Your partner: You are skyping with your best friend, who is an exchange student in Australia. He/she is becoming quite homesick (he/she misses the food, his/her friends and family, etc.) and therefore he/she is considering returning home sooner than he/she originally intended to. *Calm* your friend *down* and try to *persuade* him/her to overcome his/her homesickness.

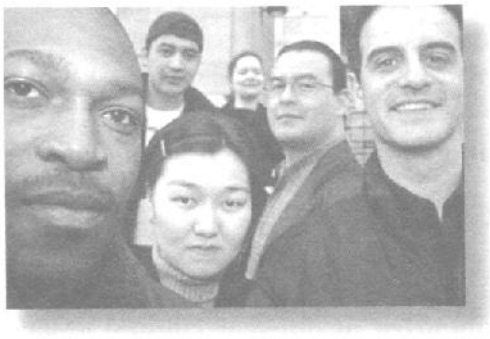
☐ WRITING a formal letter

(písanie formálneho listu)



Write a letter to the mayor of your town/village on behalf of your classmates in order to *suggest* to him/her how your hometown/village could be made more interesting for domestic and foreign tourists. Write what you really like about your hometown but also suggest organising more cultural events and sports events that would be unique for your area, in order to attract tourists (e.g. a goulash cooking competition, a pumpkin carving competition, a balloon inflating competition, etc.)

23 MULTICULTURAL SOCIETY AND INTERNATIONAL INSTITUTIONS (the EU and NATO)



To live anywhere in the world today and be against equality because of race or color, is like living in Alaska and being against snow.

William Faulkner

When in Rome, do as the Romans do.

English idiom

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **multiculturalism:** "cultural mosaic", acceptance, appreciation, promotion of multiple cultures, tolerance, respect for diversity, dual citizenship, bicultural person, interaction of cultures, negative impact: native culture disappearance
- **assimilation:** "melting pot" – mixing and integrating diverse cultural groups, keeping cultural identity, preserving culture and religion, cultural uniqueness, cultural safety, the status of minorities and immigrants
- **common reasons for migration:** bicultural marriages, brain drain, job opportunities, study exchange, search for freedom and a better life
- **immigrants:** possible cultural adaptation by learning the language, making new contacts, finding a job, getting a new qualification
- **minorities:** ethnic, racial, religious
- **discrimination:** sexual, racial, religious, ethnic prejudices against somebody
- **xenophobia, racism:** incidents, riots, violent clashes, racist attacks, protests
- **international institutions:**
  - *the European Union* (the European Council, the European Commission, the European Parliament, the Court of Human Rights, the Court of Justice, the Court of Auditors)
  - NATO (North Atlantic Treaty Organisation), intergovernmental military alliance, collective/mutual defence, protection, support, NATO headquarters, member states

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which countries/cities/megacities do you think are multicultural? Why?
2. Is your country multicultural?
3. What are the rights of minorities living in Slovakia?
4. What is your reaction: An African-American man and a Slovak woman dating each other?

5. What prejudices do people have against the Roma minority living in Slovakia?
6. Why is it dangerous to create stereotypes?
7. Would you like to live in a neighbourhood with the Roma minority? Explain.
8. If you were an immigrant in a foreign country, would you try to adjust to the culture there? How?
9. Why do people migrate from country to country?
10. What is the future of multiculturalism in the world?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

MULTICULTURALISM VS. CULTURAL ASSIMILATION

The term multiculturalism describes a society **composed of** different cultural groups which create a "cultural mosaic". Cultural groups living in a multicultural society try to **preserve** their **unique** cultures. Cultural differences are **mutually** respected and tolerated. This is the official policy of Canada, Australia and the UK. The United Kingdom receives a large number of immigrants every year; London has become a true cosmopolitan city. Canada is known for its English-French bilingualism but is **selective** about who may enter the country and who may not. Multiculturalism includes **dual citizenship**, use of **minority** languages and support of their culture and religion.

Many people think that multiculturalism can destroy the national **sovereignty** of the country and they prefer the idea of a "**melting pot**" that mixes and integrates different cultural groups. These countries **aim at** the social integration of immigrant groups into the national culture. This is called cultural assimilation and it is **in contrast to** multiculturalism. A typical example of a "melting pot" is the USA, often celebrated for its multicultural **diversity**. Immigrants preserve their own culture and family background while also becoming Americans. Assimilation can sometimes have a negative **impact** on national minorities – in extreme cases, the **distinctive features** of their original culture can become **diluted** or even disappear.

1. What are typical features of a multicultural society?
2. How is assimilation in contrast to multiculturalism?

IMMIGRANTS, XENOPHOBIA AND RACISM

Cultural adaptation is difficult when immigrants have to adapt to completely different cultural **values** or to a religion. A **lack of** cultural integration (**due to** the immigrants themselves or because of the **host country**) can cause the isolation of immigrant minorities. This can provoke xenophobia and racism which can **lead to** serious **incidents**. **Urban violence** in France in 2005 caused by frustration among **ethnic** minorities over racism and unemployment is an example. In 2006, there were a series of protests in different

Muslim countries against the Mohammed Cartoons published in Danish newspapers. The publication of these caricatures provoked a **clash** between the Muslim world (which felt its religion was under attack) and the West (which felt freedom of speech was under attack). In 2009, the French government **proposed** a new law connected with Muslim women wearing full-face **veils** called "burkas" in public places. The authorities expressed their opinion that burkas were not welcome in their country. The argument is about whether Muslim women are willing to give up their traditions and adapt to the culture of their host country and **submit to** their laws. Are similar rules dictated to immigrants in host countries **in accordance with** democracy and their **constitutions**? Should minorities or immigrants accept the saying that "when in Rome, do as the Romans do"? Where are the limits for **mutual acceptance** and understanding of diverse cultures, religions and traditions in multicultural society?

3. Using the information from the text above, name some incidents caused by a lack of cultural and religion tolerance in the world.
4. Explain the saying "When in Rome, do as the Romans do" in relation to multiculturalism.

CREATING STEREOTYPES AND PREJUDICE IN SLOVAKIA

The majority of the Slovak population are Slovak. The country also has several minorities, the biggest of which are Hungarian, **Roma**, **Ruthenian** and **Ukrainian**. A minority can be defined as an ethnic, **racial**, religious or other group forming a **whole** and different from the **majority** of the population in a country. The Roma population in Slovakia has found it difficult to adapt and is often the **victim** of racist attacks. There exist a number of projects to **facilitate** the integration of this ethnic group into society. The Roma population is encouraged to attend schools and complete compulsory education, care more about their personal hygiene and find employment. **State benefits** provided to Roma people are given on condition that they do **voluntary** work which aims to encourage Roma people to look for jobs instead of staying unemployed. The attitude of young Slovaks towards minorities is often shaped by their parents, who provide them with **stereotypes** and **prejudice**. The International Gypsy Multicultural Festival organised annually in Slovakia is a special multicultural event dedicated to all "Gypsies" from segregated and separated areas in Slovakia. Its aim is to fight against racism and xenophobia and show the majority population the cultural richness and traditions of Roma people **via** their musical performances, theatre workshops, photo exhibitions and films about Roma culture. This type of project might change **negative attitudes towards** minorities in Slovakia.

5. Which minorities live in Slovakia?
6. How is the Roma minority in Slovakia encouraged to integrate?

LEAVING THE COUNTRY – CURRENT TREND?

Since 1989, quite a lot of Slovaks have been leaving the country to find a better-paid job elsewhere in Western Europe, the USA and Canada. In 2004, Slovakia became a part of a larger community – the European Union. Some countries, such as the United Kingdom

and Sweden, decided to open up their **labour market** to workers from the 10 countries which had just joined the EU. Some other countries **imposed** so called "labour market **restrictions**", which allow Slovaks to work there only in certain **fields** under certain conditions. Some of them will gradually open up their labour markets in the near future. Slovakia has also received immigrants from other countries. Not many of them stay in Slovakia; the majority wants to move to Germany or other western European countries. Many highly-qualified people leave the country due to a lack of job opportunities. They go to a host country which is seen to have a developed economy, political stability and freedom. This is called a "**brain drain**".

7. What is meant by "labour market restrictions"?
8. What is meant by "brain drain"?

CULTURAL EXCHANGES AND THEIR BENEFITS

Thanks to open **borders**, Slovaks have also been travelling much more than before. They have been learning foreign languages and **discovering** new cultures. Cultural **exchanges** are usually very **beneficial** and they can change people' s lives in very positive ways. People learn about other cultures, find new friends, get more tolerant and **realise** that difference is positive and not something they should be afraid of. There are Slovaks who have decided to stay abroad; a lot of them have got married in a foreign country, creating **bicultural** families. They try to adapt to the foreign culture they find themselves in as soon as possible – learn the language, make new contacts, find a job and sometimes get a new qualification.

9. Why are cultural exchanges beneficial according to the text above?
10. What are possible ways of adapting to a foreign culture?

☐ VOCABULARY LIST

to aim at – zamerať sa na
beneficial – osožný, prospešný
bicultural [baɪcʌltʃərəl] – bikultúrny
border – hranica, pohraničie
brain drain – únik mozgov
clash – konflikt, zrážka
composed of – zložený z
constitution – ústava
cultural adaptation – kultúrne prispôsobenie sa
to dilute [daɪ'l(j)u:t] – oslabiť, rozdrobiť
to discover – objaviť
distinctive feature [dɪ'stɪŋktɪv fi:tʃə(r)] – typická vlastnosť
diversity [daɪ'v3:sətɪ] – rozmanitosť
dual citizenship – dvojité občianstvo
due to [dju: tə] – spôsobený
ethnic [əθnɪk] – etnický
exchange – výmena
to facilitate – uľahčiť
field – oblasť, odbor
host country – hostiteľská krajina
impact – dopad
incident [ɪnsɪdənt] – incident, udalosť
labour market – trh práce
lack of – nedostatok
to lead to – viesť k
majority [mə'dʒɒrətɪ] – väčšina
melting pot – „taviaci kotol" (prenesený význam: miesto, kde sa zmiešavajú rôzne kultúry)
minority [maɪ'nɒrətɪ] – menšina

mutual acceptance – vzájomné tolerovanie, akceptácia
mutually [mju:tʃuəlɪ] – vzájomne
prejudice [prədʒudɪs] – predsudok
to preserve – zachovať, uchovať
to propose – navrhnúť
racial – rasový
to realise [rɪəlaɪz] – uvedomiť si
Roma [rəumə] – rómsky
Ruthenian [ruθenɪən] – rusínsky
selective – výberový

souvereignty [sɒvrəntɪ] – zvrchovanosť
state benefit – štátna podpora
stereotype – stereotyp
to submit to – podrobiť sa
Ukrainian – ukrajinský
unique [ju'ni:k] – jedinečný
urban violence – násilie v meste
value – hodnota
veil [veɪl] – závoj
via [vaɪə] – prostredníctvom
victim – obeť
voluntary – dobrovoľný
whole [həʊl] – celok

to impose restrictions [ɪm'pəʊz rɪ'strɪkʃnz] – zaviesť/uložiť obmedzenia
in accordance with – v súlade s
in contrast to – na rozdiel od
negative attitudes towards – negatívne postoje k

☐ VOCABULARY PRACTICE

Task 1 **In the list below there are some countries which are not members of the European Union. Find them and cross them out. Can you say which countries formed the EU at the very beginning of its existence and which countries joined later? Check on the Internet.**

The Czech Republic – Turkey – Slovakia – Hungary – Poland – Latvia – Norway – Lithuania – Estonia – Malta – Slovenia – Croatia – Cyprus – Belgium – Germany – France – Italy – Luxembourg – the Netherlands – Bulgaria – Greece – Spain – Portugal – Austria – Switzerland – Finland – Sweden

Task 2 **The names of countries and languages are written incorrectly in the text. Correct them.** 8

Germany
I went on holiday to ~~German~~ last year where I met some really interesting people. The first one was Mario: He was an Italy but we spoke England together. He was really intelligent and could speak Hungary and Spain, but he didn't know any Slovakia. My other great friend there was Isabelle. She was France, but her mother was Pole so she could understand most of what I said. The three of us had a great time. We went

to see a Russia film and then had a Greece meal. We're hoping to meet again next year in Dutch or maybe Irish.

☐ LISTENING

Task 3 Non-Muslim's Reactions to the Banning of Burkas

You are going to hear Peter, Claudia and Marc giving their arguments on the banning of full-face veils (called burkas) worn by some Muslim women living in France. Match the following statements with their names: Peter (P), Claudia (C), Marc (M). Listen to the recording twice.



1. _____ thinks that Muslim women do not have to give up their religion but should respect the laws and culture of the country they live in.
2. _____ has personal experience of wearing a headscarf.
3. _____ finds seeing fully covered Muslim women scary.
4. _____ wonders whether women wearing burkas are comfortable wearing it all their lives.
5. _____ is undecided about the policy of the government.
6. _____ respected the culture of the Muslim country he/she visited by wearing culturally appropriate clothes.
7. _____ believes that banning burkas will worsen the position of Muslim women.
8. _____ thinks that banning burkas is not in accordance with democracy.

Task 4 Old Friends

You are going to hear a conversation between two friends who haven't seen each other for a long time. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.



1. **Zuzana and Peter haven't seen each other for a long time.**
   A (true) B (false) C (not stated)

2. **Zuzana met her husband in Spain.**
   A (true) B (false) C (not stated)

3. **Rafael and Zuzana are both language teachers.**
   A (true) B (false) C (not stated)

4. **In Luxembourg, Rafael teaches Spanish at university.**
   A (true) B (false) C (not stated)

5. **Zuzana often travels to Slovakia to see her parents.**
   A (true) B (false) C (not stated)

6. **At home Miguel's parents speak Slovak to him.**
   A (true) B (false) C (not stated)

7. ***Zuzana finished her doctorate studies in Spain.***
   A (true) B (false) C (not stated)

8. **Peter would like to work in Luxembourg too.**
   A (true) B (false) C (not stated)

☐ LANGUAGE IN USE

Task 5 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: The term multiculturalism was used for the first time in [0] connection with Switzerland. — 0. CONNECT

It describes a [1] _____ which is composed of different cultural groups. Many people think that multiculturalism can destroy the national [2] _____ of a country. They [3] _____ the idea of a "melting pot" that mixes and integrates cultural groups. These countries aim at the social integration of immigrant groups into the [4] _____ culture. This is called cultural [5] _____ and it is in contrast to multiculturalism. A typical example of a "melting pot" is the USA, often celebrated for its cultural [6] _____ . Cultural [7] _____ is more difficult when immigrants have to adapt to completely different cultural values or a different

1. SOCIAL
2. SOVEREIGN
3. PREFERENCE
4. NATION
5. ASSIMILATE
6. DIVERSE
7. ADAPT

[8]_____ . Lack of cultural integration can cause the [9]_____ of immigrant minorities. This can provoke reactions of xenophobia and racism, which can lead to serious incidents. Urban [10]_____ in France in 2005 caused by [11]_____ among ethnic minorities over racism and [12]_____ , is an example of this. A series of riots and other forms of clashes between gangs (some of Muslim or north African backgrounds) and the French police in the [13]_____ suburbs of Paris involved burning of cars and public buildings. In recent years, we have [14]_____ , witnessed several serious cultural and religious clashes in the form of [15]_____ attacks.

8. RELIGIOUS
9. ISOLATE
10. VIOLENT
11. FRUSTRATED
12. EMPLOY
13. POVERTY
14. FORTUNE
15. TERRORISM

☐ READING

Task 6 For the following statements 1–7, choose the correct answer (A), (B), (C) or (D). There is only one correct answer.

THE EUROPEAN UNION

The European Union was originally a common market for coal and steel formed by the *Treaty of Paris* in 1951. The idea was first proposed by the French foreign minister, *Robert Schuman,* in a speech on May 9th, 1950. This date is now celebrated as Europe Day.

The *European Union* (EU) of today began as a trading bloc between six countries: Belgium, Germany, France, Italy, Luxembourg and the Netherlands. The United Kingdom joined in 1973, Greece in 1981, followed by Spain and Portugal in 1986, and Austria, Finland and Sweden in 1995. The expansion in May 2004 brought in 10 new countries: Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. In 2007, Bulgaria and Romania joined the EU. This makes a total of 27 countries. The EU flag has 12 gold stars on a blue background. Its anthem is Beethoven's *Ode to Joy.*

The EU deals with many different topics important to our everyday life: citizens' rights and freedom, security, justice, job creation, regional development and environmental protection. It respects the differences between nations, promoting unity while preserving diversity. All the languages of the European Union states are official languages of the European Union. Citizens have a right to communicate with EU institutions in any of them.

The 1997 *Amsterdam Treaty* extended the *Schengen Area* – a common zone ensuring freedom of movement within the EU for all its citizens. The *Schengen Area* currently excludes the UK and Ireland. Slovakia entered the Schengen passport-free zone in 2008.

The 1992 *Maastricht Treaty on European Union* prepared the way for further expansion. It also brought in a new currency, the euro (€) from 1999. At first, the euro was only in electronic form, but was introduced as a full currency in January 2002. Slovakia joined the euro zone in 2009.

The EU is based on democratic principles. The *European Council* is a meeting between the heads of the EU states that occurs at least twice a year. Every six months a different country is given the presidency of the European Council. It is the main decision-making body of the EU.

The *European Commission* is the executive body of the EU. It has its headquarters in Brussels, the capital of Belgium. Commissioners are selected from European Union countries.

The *European Parliament* provides democratic control for the EU. Meeting in Strasbourg, France, it monitors the work of the Commission and votes on its programme each year. The members of the Parliament are directly elected by the citizens of each country in the EU. Other important EU institutions are the *Court of Human Rights* in Strasbourg, the *Court of Justice* in Luxembourg and the *Court of Auditors*, which monitors EU budgets.

The *European Ombudsman* deals with the complaints of EU citizens or entity against an EU institutions on the grounds of discrimination, abuse of power, etc.

One of the main concerns nowadays is to fight against the financial crisis. The EU calls for stronger coordination of economic and financial policies.

1. **The European Union was initially created as ____ :**
   A) a legal institution
   B) a commercial institution
   C) an anti-communist institution
   D) a peace-supporting institution

2. **According to the text, most European countries joined the EU in ____ :**
   A) the first expansion wave
   B) the second expansion wave
   C) the penultimate expansion wave
   D) the last expansion wave

3. **According to the text, one of the current aims of the EU is ____ :**
   A) to monitor the money spent on European projects
   B) to ensure world peace

C) to help solve the economic crisis
D) to deal with multiculturalism

4. In 1997, the *Amsterdam Treaty* legalised ____ :

A) migration within the EU
B) the entrance of the new currency
C) labour within the EU
D) elections into the European Parliament

5. The most important decisions about the EU are made by ____ :

A) the European Commission
B) the European Parliament
C) the European Council
D) the Court of Human Rights

6. Which is NOT TRUE about members of the European Parliament? ____

A) They check the work of the European commissioners.
B) They are elected directly by the people from EU countries.
C) They monitor the EU budget.
D) They decide whether they accept the European Commissioners programme or not.

Task 7 Read the text above again and answer the following questions about the European Union.

1. What is the Treaty of Paris?
2. Describe the gradual expansion of the European Union.
3. What kind of issues does the EU mostly deal with?
4. What did the Maastricht Treaty on European Union bring?
5. What is the role of the EU Ombudsman?
6. What criteria did Slovakia have to meet to be able to join the common European currency?
7. What is the role of the European Parliament?
8. What other European Union institutions are there?

Task 8 Read the text about NATO. There are some parts of the sentences that are missing. Choose which option (A–I) best fits into the gaps (1–7). There are two extra options. —8

NATO

The North Atlantic Treaty Organisation (NATO) was founded in 1949 as an alliance of 12 countries in the North Atlantic and Europe 1 . Its general aim was to "safeguard the freedom, common heritage and civilisation" of its members. The members agreed that an armed attack against one 2 . A counter-alliance called the *Warsaw Pact* was formed by the Soviet Union and eastern European countries in 1955.

NATO's role changed 3 . Since then, it has conducted peacekeeping operations in Bosnia, Yugoslavia and Kosovo and built new relationships with former Warsaw Pact countries and Russia. The NATO-Russia Council, established in 2002, gave Russia an equal role 4 .

NATO has its headquarters in Brussels, Belgium. Its main body, the *Council of Foreign Ministers,* 5 . NATO currently consists of 28 member countries. These are: Albania, Belgium, Bulgaria, Canada, Croatia, the Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Turkey, the United Kingdom and the United States. Slovakia officially became a 6 .

The war on terrorism represents a challenge for NATO. After the terrorist attack on New York and Washington on September 11th, 2001, 7 . However, the USA did not involve NATO in the military campaign against Afghanistan that followed. 2003 was a difficult year for NATO. Its members argued over whether or not it was necessary to go to war against Iraq.

A) to guard against further expansion of the Soviet Union.

B) in the fight against terrorism and other threats.

C) Secretary-General *George Robertson* offered support to the USA.

D) are common partners in fight against terrorism.

E) has permanent representatives there.

F) would be considered to be an attack against them all.

G) partner country of NATO in 1993 and a member in 2004.

H) has changed because of new policy of the Soviet Union.

I) with the collapse of the Soviet Union in 1991.

Task 9 Read the text again and answer the following questions about NATO.

1. What does NATO stand for?
2. Where is NATO based?
3. When was NATO founded?
4. What was its original purpose?
5. Where has NATO had peacekeeping operations?
6. Why did Russia worry about the expansion of NATO?
7. How did NATO react to the September 11th, 2001 terrorist attacks?
8. When was Slovakia invited to join NATO?

☐ KNOWLEDGE QUIZ

Task 10 Correct the following information from the texts above about the European Union and NATO. 8

Example: Nowadays, the European Union has 30 members.
Nowadays, the European Union has 27 members.

1. June 9th is now celebrated as Europe Day.

_____

2. The EU flag has 30 gold stars on a blue background.

_____

3. Its anthem is Mozart's Ode to Joy.

_____

4. English and French are the official languages of the European Union.

_____

5. The Czech Republic accepted the common European currency, the euro.

_____

6. The European Commission is based in Luxembourg.

_____

7. The EU Ombudsman deals with complaints from any individual or legal entity against the member states.

8. The members of the European Parliament are elected by the president of each country in the EU.

9. NATO was originally founded in 1945 as an alliance of 12 countries to guard against the further expansion of the Soviet Union.

10. The current role of the NATO is to lead peacekeeping operations in former Warsaw Pact countries and Russia.

Task 11 Look at the following time line concerning the existence and enlargement of the European Union and comment on it. Talk about the enlargement process and the criteria the candidate countries must meet to become an EU member. Predict the future of the EU. If you lack information, search for it on the Internet.

1951	1973	1981	1986	1995	2004	2007	?
Belgium France Germany Italy Luxembourg Netherlands	Denmark United Kingdom Ireland	Greece	Spain Portugal	Sweden Finland Austria	Cyprus Czech Republic Estonia Hungary Latvia Lithuania Malta Poland Slovakia Slovenia	Bulgaria Romania	Turkey Croatia Macedonia

C Simulation

It is May 9, Europe Day. Your school will celebrate the holiday and all classes will be cancelled. Your class was appointed to decorate the school and prepare a programme for your teachers and younger students connected with the EU. Say:

- how you would decorate your school,
- what programme you would prepare (quiz/competitions/sport events/presentations about the EU/guests/cooking European meals...).

D Role-play "BRAIN-DRAIN"

You: Your friend wants to leave Slovakia for England because he/she thinks that he/she will have more job opportunities there and more possibilities to make a better life for himself/herself. Explain to him/her that it is not as he/she thinks. Tell him/her that he/she will be considered as an immigrant for some period of time and that maybe the jobs he/she will be offered (if he/she is lucky) might be not very satisfying and not very well paid. Try to *persuade* him/her to think it over.

Your partner: You want to leave Slovakia for England to make a better life there. You are sure that you will get some well-paid job there. Prepare some arguments. However, you have not considered the new position you will be in – being an immigrant. Your friend will try to talk you out of it. *Be stubborn.* You have already decided because you believe that your dreams will come true in England.

☐ WRITING a motivation letter



(písanie motivačného listu)

You have applied for an exchange study at the University in Bologna (Italy) for one year. Write a motivation letter (200–220 words) saying how much you might gain from the study granted by the European Union. In your letter, mention the following points:

- getting to know Italian culture, habits, traditions and the Italian lifestyle,
- learning Italian,
- making new friends,
- learning about the way of studying at an Italian university.

24 PUBLIC HOLIDAYS



I will honour Christmas in my heart, and try to keep it all the year.

Scrooge from Christmas Carol by Charles Dickens

A New Year's resolution is something that goes in one Year and out the other.

Unknown

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **public holidays:** bank holidays (in Britain)
- **CHRISTIAN HOLIDAYS:**

Christmas
- commemorates the birth of Jesus
- *Christmas Eve* (December 24th), *Christmas Day* (December 25th), *Boxing Day* (December 26th)
- Christmas decorations (lights, advent calendars, Christmas tree, Father Christmas, Santa Claus, reindeer, angels, devils, mistletoe, ivy, holly, candles, bells, wreath)
- Christmas habits (fasting, going to church, carolling, giving presents, having festive dinner)

Easter
- celebrates the resurrection of Jesus
- *Shrove Tuesday, Ash Wednesday, Clean Monday, Lent, Great Lent, Palm Sunday, Holy Week, Maundy Thursday, Good Friday, Holy Saturday, Easter Sunday, Whit Monday*
- pancakes, hot cross buns, Easter eggs, Easter Bunnies
- in Slovakia: willow whips, chasing girls and pouring water on them

"Fašiangy" (in Slovakia)
- the burial of the contrabass, typical cakes, such as "fánky", "šišky"

- **SAINTS' HOLIDAYS:**

St. Valentine's Day
St. Patrick's Day
St. Andrew's Day
St. David's Day
St. George's Day
All Saints' Day

- **PATRIOTIC HOLIDAYS:**
  - in the USA: *Memorial Day, Veteran's Day, President's Day, Columbus Day, Thanksgiving Day,* Pilgrim Fathers (17th century), the Mayflower ship, famine, survival, successful harvest, turkey
  - Fourth of July or *Independence Day*: signing of the Declaration of Independence in the 18th century
  - in Britain: *Guy Fawkes Night*: historical background in17th century, Guy Fawkes, bonfires, fireworks, rockets
- **OTHER HOLIDAYS:**

Halloween: carved pumpkins, candles, witches, goblins, ghosts, cemetery, skeleton, fancy dress costumes, trick-or-treat, sweets, toffee apples (in Britain), candy apples (in the USA)

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Why are public holidays in Britain called "bank holidays"?
2. What do you know about holidays celebrated in Great Britain?
3. What do you know about holidays celebrated in the USA?
4. Why is the 4th of July such an important holiday for Americans?
5. Which holidays do you celebrate in your country?
6. Do you think Halloween should be celebrated in your country?
7. What is traditionally eaten in your country at Christmas?
8. In which ways are Christmas traditions different in Slovakia, Britain and the USA?
9. Which public holidays do you like most? Why?
10. Which holidays celebrated in your country do you find special and unique? Why?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

Public holidays in Great Britain are called "bank holidays". Traditionally, all banks, offices, schools, shops and factories are closed on these days, although it is becoming more common for supermarkets to **remain** open. Bank holidays include the following days: *New Year's Day*, ***Good Friday*** and ***Easter*** *Monday* (Easter holidays), *Whit Monday* (seven weeks after Easter), *August Bank Holiday* (the last Monday in August), *Christmas Day* (December 25th) and *Boxing Day* (December 26th).

CHRISTIAN HOLIDAYS

CHRISTMAS

Christmas is the most beautiful religious holiday. Special Christmas decorations, advent calendars, bells, angels, coloured lights and Christmas trees can be seen in the streets and shops. Homes are often decorated long before Christmas with **holly**, **ivy** or **mistletoe**. **Christmas carols** are sung almost everywhere, in houses, cathedrals and churches. People buy presents and send Christmas cards and text messages to their relatives and friends. For Christians, Christmas is much more connected with going to church to **holly masses**, praying to Jesus Christ, **fasting**, helping people in need through **good acts**, charities or Christmas benefit concerts. In Slovakia, Christmas preparations are connected with cleaning households, baking **gingerbread** and other pastries, decorating houses with lights and visiting **Christmas markets** where **spirits,** such as hot "medovina" (mead in English), **mulled wine** (hot wine) or Christmas punch, are sold. On December 24th (*Christmas Eve*), Slovak people have a festive dinner which is followed by the **unwrapping** of presents found under the Christmas tree. The Christmas menu in Slovakia **varies** from region to region: **wafers** with garlic, honey and black pepper are followed either by lentil soup, "halászle" (Hungarian fish soup), mush-

room soup or sauerkraut soup; for the second course it is fish (usually **carp**) with a mayonnaise potato salad. In some parts of Slovakia, so called "pupáčiky" (or little sweet dumplings topped with poppy seeds and butter) are eaten as a starter or dessert. On the same day in Britain, children hang their **stockings at the foot of their beds** or by the fireplace for Father Christmas to fill them. In the USA, children expect Santa Claus to come down the **chimney**. On the morning of *Christmas Day*, December 25th, children get up early to open their Christmas presents. During the meal, they open their **Christmas crackers** which usually make a banging noise and contain some small toy, a coloured paper crown, a motto or a joke. For Christmas dinner, British families have **stuffed turkey, roast or mashed potatoes** and **Christmas pudding** afterwards. It is made of dried fruit and is served flambé. Christmas pudding contains a ring (it means you will get married that year), a coin (you will be wealthy) and a **thimble** (you will find work). In Britain and the USA, the following day is *Boxing Day* (December 26th) when many people visit other members of their families. In the past on that day, **servants** and salespeople got presents, usually money, from the **gentry**. These presents became known as Christmas boxes (servants and salespeople carried boxes to get tips). In Slovakia, people also visit their families on this day.

In Slovakia, the period between ***Epiphany*** (January 6th) and ***Ash Wednesday*** is known as *"Fašiangy"* (*Shrovetide*) which is the equivalent to Carnival in some countries. At midnight before Ash Wednesday, the symbolic **burial** ceremony of the contrabass is performed. "Fánky" and "šišky" are traditionally eaten during the "Fašiangy". In Britain, on *Shrove Tuesday* (which is known as *Pancake Day* or *Fat Tuesday*), people make pancakes to empty their cupboards before **Lent** starts.

1. When exactly is Christmas Eve and Christmas Day? What do the British/Americans do on these days? What do you know about Boxing Day?
2. During which holiday do British people eat pancakes? Why?

EASTER

Easter is celebrated over several days. ***Ash Wednesday*** is the first day of Lent which lasts forty-six days. Christians pray, attend **mass** and church services, go to **confession** and fast. They give up their **sinful** attitudes and non-fasting foods. *Good Friday*, the Friday before Easter, marks the anniversary of Christ's **crucifixion**. *Easter Sunday* is the main religious feast celebrating when Jesus Christ was **resurrected** from the dead on the third day after the crucifixion. *Whit Monday*, seven weeks after Easter, is a Christian festival celebrated **in commemoration of** the coming of the **Holy Ghost**.

In the United States, children like Easter very much because the Easter Bunny comes with coloured chocolate eggs and other **confectionery**, such as marshmallow bunnies and **jelly beans**. Families often paint eggs and decorate Easter trees with them. On Good Friday, British people eat **hot cross buns** made with **currants** and **raisins** marked with a cross on the top to symbolise crucifixion. On Saturday, they sometimes decorate Easter eggs and hide them in their houses and gardens for children to hunt for on Easter Sunday. However, there



jelly beans


hot cross buns

is nothing like the Easter Monday traditions that exist in Slovakia with water and **willow whips**. In Slovakia, Easter traditions are different in every region. In some places, gangs of boys go from house to house and look for young girls. According to tradition, they pour a **bucket** of water on them or sometimes even "wash" them in the nearest **spring.** Boys also whip girls with a willow whip called "korbáč" in Slovak. Afterwards, they are invited into the house by young girls' parents and offered some food (**smoked** ham is very common) and some alcohol. Then they are given chocolate eggs, or decorated hand-made eggs called "kraslice" and sometimes money too.

Many other religious holidays are also celebrated in Britain and America, as both countries have immigrants from many other cultures. The **best-known** of these are *Hanukkah* (the Jewish festival of lights held in December), the *Chinese New Year* (at the end of January or the beginning of February) and *Eid al-Fitr* (a Muslim celebration at the end of Ramadan, which is a period of fasting).

3. How do Easter traditions in Slovakia and Britain/the USA differ?
4. What other religious (non-Christian) holidays are mentioned in the text above?

SAINTS' HOLIDAYS

In Britain, there also exist holidays named after the **saints** such as *St. Patrick's Day, St. Andrew's Day, St. David's Day* and *St. George's Day.* The most famous is the national holiday of the Irish people *St. Patrick's Day* (March 17th), named after St. Patrick, the **patron saint** of Ireland, who brought **Christianity** to Ireland. Many people **worldwide** dress in green, eat Irish food and drink Guinness. St. Patrick's Day **parades** are held in many towns and cities in Ireland and the USA. February 14th is *St. Valentine's Day* when friends and lovers send one another letters or greeting cards expressing their love and affection. *Saint Valentine* was a **bishop**, a Christian **martyr, murdered** by the **Romans** around the year 273. Before he was put to death, he sent a note of friendship to his **jailer**'s daughter. This holiday has been imported to our country and every year is becoming more and more popular. There is a wide choice of Valentine cards available at stationer's shops. The feast of *All Saints' Day* in our country is more or less connected with going to **cemeteries** and decorating **graves** with beautiful flowers and lit candles. The day of the patron saints of Slovakia, *Cyril and Methodius* (July 5th), is nationally celebrated all over the country **accompanied** by a variety of cultural events.

5. Which holidays named after the saints are celebrated in Britain?
6. What have you learnt about the origin of St. Valentine's Day?

PATRIOTIC HOLIDAYS

Guy Fawkes Night (November 5th) **has** its **roots in** English history. It goes back to the year 1605 when a group of Catholics wanted to kill *King James I* at the opening of Parliament by **blowing up** the Houses of Parliament with **gunpowder**. One of them, *Guy Fawkes*, was

caught **planting the explosives** and they were all **executed**. To commemorate the event, there are **bonfires** and **fireworks** in almost every town and village in Britain. Children are allowed to stay up until dark and admire the **rockets** in the sky. *Remembrance Sunday* (celebrated on the second Sunday in November) **commemorates** the contribution of people from the UK and the Commonwealth (military and civilian) to both wars and later conflicts as well as all victims of war.

One of the most important public holidays in the USA is the *Fourth of July* or *Independence Day*. It celebrates the independence of American colonies from the British. It is the **anniversary** of the signing of the ***Declaration of Independence*** in 1776. The oldest American holiday is *Thanksgiving Day* which is the fourth Thursday in November. It was celebrated for the first time in 1621 as an **expression** of the people's joy after the first successful **harvest** which helped the colony at Plymouth to **survive** the winter. *Memorial Day*, celebrated on May 30th in most states and *Veteran's Day* are patriotic holidays which commemorate Americans who fought in wars for their country. On these days, the people visit cemeteries and **memorials** to honour those who **sacrificed** their lives for America. The birthdays of two great American presidents, *Abraham Lincoln* and *George Washington*, are celebrated on February 17th, which is *President's Day*. Another of the most important events in American history was the discovery of the continent by *Christopher Columbus* on October 12th, 1492 which is celebrated with *Columbus Day*.

7. What have you learnt about patriotic holidays celebrated in Britain?
8. Why do Americans celebrate Thanksgiving Day?

OTHER HOLIDAYS

Halloween is a typical American holiday celebrated on October 31st. Its origins go back to the Celts who believed that on that day, the last day in their calendar, the spirits of the dead would come to their houses and would **take over** their bodies. Therefore, they **disguised** themselves with animal heads and skins to **cheat** or confuse the evil spirits to **discourage** them from visiting. They also lit huge bonfires, made lots of noise and played tricks on each other. Nowadays, children go from house to house knocking on doors saying **"trick or treat"**. It means if you don't give them a treat, they will play a trick on you. It is popular with both young and old people who dress up in **fancy dress costumes** and go to parties to have fun.

New Year's Day (December 31st) is neither a public holiday in Slovakia nor in England. People go to work as usual. But on New Year's Eve most Slovak and English people stay up till midnight to welcome in the New Year. Many go to parties and balls. At midnight people drink champagne, **propose a toast** and wish each other Happy New Year. Beautiful fireworks and rockets light up the sky. In England, *New Year's Day* (January 1st) is a bank holiday. People make **resolutions** and promises to change or improve their future lives. In Slovakia, many people spend this time in the mountains with their friends and family.

9. According to the text, what is the origin of Halloween?
10. How do people celebrate New Year' s Day in your country?

☐ VOCABULARY LIST

to accompany – sprevádzať
anniversary – výročie
Ash Wednesday [æʃ] – Popolcová streda
bishop – biskup
to blow up – vyhodiť do povetria
bonfire – vatra
bucket [bʌkɪt] – vedro
burial [berɪəl] – pohrebný
carp – kapor
cemetery [semətrɪ] – cintorín
to cheat – podvádzať
chimney [tʃɪmnɪ] – komín
Christianity [krɪstɪ'ænətɪ] – kresťanstvo
Christmas carol – vianočná koleda
Christmas cracker – vianočné cukríky
Christmas market – vianočný trh
Christmas pudding [pʊdɪŋ] – puding
to commemorate – uctiť si pamiatku
confectionery [kən'fekʃənərɪ] – sladkosti
confession [kən'feʃn] – spoveď
crucifixion [kru:sə'fɪkʃn] – ukrižovanie Ježiša Krista
currant [kʌrənt] – ríbezľa
Declaration of Independence – Vyhlásenie nezávislosti
to discourage – odradiť
to disguise – zamaskovať sa
Easter – Veľká noc
Epiphany – sviatok Troch kráľov
to execute – popraviť
expression – vyjadrenie
fancy dress costume – maškarný kostým
to fast – postiť sa
fireworks – ohňostroj
gentry [dʒentrɪ] – panstvo, zámožná vrstva
gingerbread – medovník
good act – dobrý skutok
Good Friday – Veľký piatok
grave – hrob
gunpowder – strelný prach
harvest – žatva
holly – cezmína
Holy Ghost – Duch Svätý
holly mass – svätá omša
hot cross buns – veľkonočné buchtičky
ivy [aɪvɪ] – brečtan
jailer [dʒeɪlə(r)] – žalárnik
jelly beans [dʒelɪ] – želé cukríky (fazuľky)
Lent – pôst
martyr [mɑ:tə(r)] – mučeník
mashed potatoes – zemiaková kaša
mass – omša
memorial – pomník
mistletoe [mɪsltəʊ] – imelo
mulled wine [mʌld waɪn] – varené víno
to murder – zavraždiť
New Year's Eve – Silvester
parade – sprievod
patron saint – svätý patrón, ochranca
raisin – hrozienko
to remain – zostať
resolution – predsavzatie
to resurrect [rezə'rekt] – vstať z mŕtvych
roasted – opekaný
rocket – raketa (ohňostroj)
Romans – Rimania
to sacrifice [sækrɪfaɪs] – obetovať
saint – svätý
servant – sluha
sinful – hriešny
smoked – údený
spirits – liehoviny, duše zomrelých
spring – prameň
stocking – (vianočná) pančucha
stuffed turkey – plnený moriak
to survive – prežiť
to take over – prevziať kontrolu
thimble [θɪmbl] – náprstok
trick or treat – fráza, ktorú hovoria deti na Halloween, keď chodia od domu k domu a čakajú nejakú odmenu. Ak ju nedostanú, niečo ľuďom vyvedú. («trik alebo odmena»)
to unwrap – rozbaliť
to vary [veərɪ] – líšiť sa
wafer [weɪfə(r)] – oblátka
willow whip – korbáč z vŕby
worldwide – na celom svete

at the foot of the bed – na konci postele (kde má ležiaci nohy)
in commemoration of – na pamiatku
to have roots in – mať korene v
to plant the explosives – položiť, umiestniť výbušniny
to propose a toast – predniesť prípitok

☐ VOCABULARY PRACTICE

Task 1 Which holidays are described below? Choose the name from the box.

Boxing Day – Christmas – Easter – St. Patrick' s Day –
Independence Day – New Year's Eve – Thanksgiving Day – Valentine's Day

a) It is the day of all lovers and friends. They send cards to each other.

b) In the USA, children like this holiday very much because they get many coloured chocolate eggs and candies. This holiday usually lasts a few days. In Slovakia, we have traditions with water and willow whips on the Monday.

c) It is an American holiday which celebrates the independence of American colonies from the British. It is the anniversary of the signing of the Declaration of Independence in 1776.

d) It is the oldest American holiday. It was first celebrated in 1621 after the first successful harvest which helped the colony at Plymouth to survive the winter.

e) Long before this holiday, people decorate their homes and offices with coloured lights and trees. There are church services where people sing carols. People give presents to each other and spend more time together.

f) It is an Irish holiday named after the patron saint who brought Christianity to Ireland. People dress in green and drink Guinness. There are parades in towns and cities in Ireland and the USA.

g) It is the day after Christmas Day. On this day, people usually visit their families.

h) It is the last day of the year and people normally go to work. They don't go to bed early but stay up till midnight to see the fireworks.

Task 2 Read the following dates out loud and correctly. Then, decide which holidays are celebrated in which English-speaking countries on these days.
Find the information in the previous text or look for it on the Internet.

Example: February 14th

St. Valentine's Day is celebrated on February the fourteenth (or on the fourteenth of February) in all English-speaking countries.

a) January 1st _____

b) March 17th _____

c) July 4th _____

d) October 31st _____

e) December 24th _____

f) December 25th _____

g) December 26th _____

h) December 31st _____

☐ LISTENING

Task 3 Halloween

You are going to hear a student at a Slovak grammar school and a visiting professor from the USA talking about Halloween. Based on the text you will hear, fill in the missing words in the summary below.

CD 2 Track 15

Halloween is mostly connected with dressing up in the scary costumes of witches, ghosts, [1]_____ **(1 word)**, goblins and others. In spite of the fact that they cost a [2]_____ **(1 word)**, many adults buy them not only for their children but also for [3]_____ **(1 word)**. Dressed in costumes, children go from house to house and collect their [4]_____ **(1 word)**, usually candied apples or sweets. The [5]_____ **(1 word)** of Halloween dates back to the Celts who lived all over Europe. According to their [6]_____ **(1 word)**, it was the last day of the year. There was a [7]_____ **(1 word)** that on that day, the spirits of the dead would come to their houses and would take over their bodies. Therefore, they tried to confuse them by putting on [8]_____ **(1 word)** and skins, by making much noise and lighting [9]_____ **(1 word)**. During the great famine in Ireland in the middle of the 19th century, Irish [10]_____ **(1 word)** brought their traditions to America. That is how Halloween got here.

Task 4 Christmas Traditions

You are going to hear Paul talking about the most common Christmas traditions in Britain. Name the symbols in the pictures below according to Paula's description.

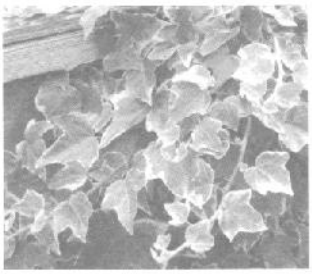
CD 2 Track 16







A) _____ B) _____ C) _____



D) _____



E) _____

Task 5 Listen to Paul again and decide which Christmas traditions give the following information.

1. _____ is poisonous and therefore it is used just as a decoration.
2. _____ contain some small surprise inside.
3. _____ is served with hot alcohol.
4. _____ is usually attached somewhere high up.
5. _____ climbs up buildings.

☐ LANGUAGE IN USE

Task 6 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.

When I [0] *moved* **(move)** to England, I was surprised at all the differences regarding customs. Christmas [1] _____ **(be)** a great shock to me. When I [2] _____ **(go)** out to the shops I couldn't find any live fish anywhere. Instead, all the shops were stocked with turkeys. Christmas Eve was disappointing for me. I [3] _____ **(wait)** for everything to happen on the 24th December, but no one seemed to be preparing anything. The family [4] _____ **(decorate)** their Christmas tree at the beginning of December. I [5] _____ **(sit)** in the kitchen while the family were doing their last minute Christmas shopping. I was waiting to start cooking the Christmas dinner. My presents [6] _____ **(prepare)** under the Christmas tree. Finally, the mother of the family [7] _____ **(explain)** – in

Britain, everyone [8]_____ **(open)** their presents on the morning of the 25th December and then have a Christmas lunch together. If I [9]_____ **(come)** next year, I will be better prepared. I can say that I [10]_____ **(prefer)** our customs.

Task 7 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Christmas is a [0] religious holiday celebrated by both Christians and non-Christians.	0. RELIGION
Everybody finds their own [1]_____ in it. Some	1. MEAN
people look forward to the Christian [2]_____ of	2. SPIRITUAL
Christmas, others to eating food, watching television and simply relaxing. However, the pre-Christmas period is not very	
[3]_____. People seem to go crazy buying presents for	3. PEACE
their [4]_____ and families. All the sellers push their	4. FRIENDSHIP
goods in [5]_____ ways – through TV commercials,	5. DIFFER
magazines or on billboards. It is especially [6]_____	6. DIFFICULTY
for parents of young children. In the months before Christmas, the	
[7]_____ tell the children exactly what they should ask	7. ADVERTISE
for from Father Christmas. With all these [8]_____,	8. SUGGEST
parents hurry out to spend their hard-earned money. Supermarkets are filled with Christmas [9]_____, toys	9. DECORATE
and clothes. Everything sells well, even if the quality isn't	
[10]_____. Some people don't [11]_____.	10. HEIGHT
They will buy anything if the price is good enough. Of course, there	11. CARELESS
is an [12]_____ to these shops – Christmas mar-	12. ALTERNATE
kets. There are [13]_____ of people, but there is also	13. CROWDY
a [14]_____ Christmas atmosphere there. Roasted	14. SPECIALISE
chestnuts and Christmas drinks such as hot wine and Christmas	
punch warm people up especially on [15]_____ days.	15. FREEZE

☐ READING

Task 8 Read about the patron saints of Britain. Find the answers to the questions 1–9 in paragraphs A–D. There is only one correct answer to each question. Follow the example.

Example: Which of the paragraphs gives information about:

0. a country where people wear a vegetable similar to a spring onion? (paragraph C)

A) St. Patrick's Day

This is the national day for the patron saint of Ireland, who is credited with bringing Christianity to the country in the 5th century. He was actually British, but was sent there as a slave at the age of 16. He later escaped but returned to Ireland after converting to Christianity. His feast day has become a celebration of Ireland and all things that are Irish. Many people dress up in green and drink Guinness on March 17th.

B) St. Andrew's Day

This feast day is held on November 30th. It celebrates the patron saint of both Scotland and Russia. He was one of the apostles who died by crucifixion during the first century. Since the Middle Ages, he has been associated with an X-shaped cross, which also appears in the Scottish flag.

C) St. David's Day

If you visit Wales on 1st March you will probably see quite a strange sight: Many people wearing daffodils – or sometimes even stranger, leeks! This is because they are celebrating their patron saint, St. David. Little is known about the saint, except that he was a Welsh monk in the 6th century and established many churches and monasteries throughout Wales and England.

D) St. George's Day

St. George replaced St. Edward the Confessor as the patron saint of England in the 14th century. It is believed that St. George was martyred in the 4th century AD in Palestine. The legend of St. George slaying the dragon did not appear until the 12th century and is probably a reference to the Greek legend of Perseus. St. George's day is commemorated on 23rd April by church parades, but it is not celebrated as much as those of the other saints.

Which of the paragraphs gives information about:

1. a sign painted on a national symbol? (paragraph _____)
2. a Saint who was taken against his will from his country? (paragraph _____)
3. a Saint who fought with a beast? (paragraph _____)
4. a Saint about whom we do not have enough information? (paragraph _____)
5. a feast day connected with a lot of fun? (paragraph _____)

6. a Saint who was not a Christian originally but became one later? (paragraph _____)
7. the least celebrated feast day? (paragraph _____)
8. a feast day associated with a particular colour? (paragraph _____)
9. a feast day associated with a procession involving religious people? (paragraph _____)

Task 9 Read the text below about April Fools Day. There are some parts of the sentences that are missing. Choose which option (A–J) best fits into the sentences (1–8). There are two extra options.

The early history of April Fools Day **1** . It is thought that **2** . In 1582, Pope Gregory introduced a new calendar which became known as the Gregorian calendar (and is still used today). The new calendar moved **3** . However, news travelled slowly in those days and so **4** . These people were called "April fools" by the rest of the population. In the eighteenth century, the celebration spread to Britain, and from there to **5** . Nowadays, it is an international festival of fun. The kinds of jokes which people play on April Fools Day range from the very simple – sugar in the saltcellar or **6** . More organised jokes such as exchanging classrooms **7** . One of the best-known and most complex practical jokes was a BBC news item which showed "spaghetti farmers" harvesting spaghetti from "spaghetti trees" and **8** .

A) when people make fun.
B) resetting clocks and alarms.
C) many people continued to celebrate the new year in April.
D) the "celebration" began in France in the sixteenth century.
E) is not totally clear.
F) many of its colonies and former colonies.
G) the start of the new year from April 1st to January 1st.
H) laying it in the sun to dry.
I) to confuse teachers are also common.
J) ingredients for cooking them.

☐ REVIEW

Task 10 The words in each line are connected with some public holiday. Name the holiday and underline the word which is the odd one out.

Example:
hats – witches – pumpkin – church – skeleton – ghosts – costumes – "trick-or-treat"
HALLOWEEN

a) resolutions – wishes – champagne – Christmas crackers – fireworks _____

b) Bunny – grass – chocolate eggs – spring – turkey _____

c) freedom from Britain – Declaration of Independence – Puritans – parades – patriotism – American flag _____

d) Pilgrims – Mayflower – carol – hunger – successful harvest – turkey _____

e) green – shamrock – Guinness – "pub crawling" – fasting _____

f) presents – festive dinner – bonfires – Santa Claus – Rudolph (the Red Nosed Reindeer) – stockings _____

Task 11 Explain the meaning of the following traditional meals eaten in Slovakia on different holidays. What other traditional meals are eaten in your region and when? Talk about them.

a) pupáčiky
b) šišky
c) vianočné oplátky
d) fánky
e) vianočka
f) štedrák
g) makové šúľance
h) huspenina

☐ SPEAKING

A **Look at the postcards below and say which public holidays they represent.**

- **Talk about:**
  - where these holidays are celebrated,
  - when these holidays are celebrated,
  - why people celebrate these holidays,
  - the symbols of these holidays,
  - what people do,
  - what they wear,
  - what they eat and drink during these holidays.



B **Which of the following customs and traditions are also typical for your region at Christmas? Describe other traditions you and your family follow at Christmas.**

1. We decorate our Christmas tree in the morning on December 24th.
2. We sing and listen to Christmas carols on CDs.
3. Before Christmas dinner, we read a passage from the Bible about the birth of Jesus.
4. We eat Christmas wafers with honey, garlic and black pepper.

5. For Christmas dinner, we eat lentil soup with dry plums and fried carp with potato salad.
6. When we finish dinner, our father rings a bell to tell us that our presents are already under the Christmas tree.
7. At midnight, we go to church for Midnight Mass to see the Bethlehem they have there.

C Simulation

Your boyfriend/girlfriend thinks that celebrating Valentine's Day in Slovakia is a commercial trick. Furthermore, he/she does not know why this holiday is celebrated. That's why you did not receive a gift. What would you do if that happened? How would you feel?

D Role-play "EASTER GUEST IN SLOVAKIA"

You: *Invite* your Irish friend to come over to see you and your family to celebrate Easter. Since the Irish practise different habits at Easter, *explain* what traditions and habits are common in Slovakia (willow whips, pouring water on girls and other habits practised in your region and family).

Your partner: You are Irish. You have been invited by your Slovak friend to come over and spend Easter with him/her and his/her family. You have heard about some weird habits and traditions practised in Slovakia at Easter. You are confused. You cannot decide whether to go or not. *Find out* from your friend what really happens, especially on Easter Monday.

☐ WRITING an informal letter of invitation

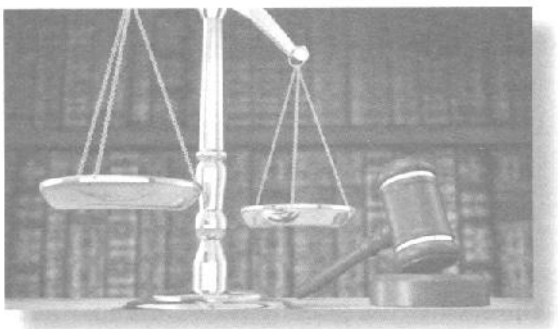


(písanie osobného listu – pozvanie)

Write an informal letter to your English friend and *invite* him/her to spend New Year's Eve (December 31st) with you and your friends in your cottage in the High Tatras. In your letter, write about:

- your cottage (traditional cottage made of wood, ceramic oven used for heating...),
- the place (in the mountains near a ski resort, not far from Bešeňová...),
- your friends (your classmates from university, all speak English, it's a lot of fun to be with them...),
- how you usually spend New Year's Eve (skiing, cooking sauerkraut soup with sausages, fireworks at midnight...).

25 CRIME AND JUSTICE



Poverty is the mother of crime.

Marcus Aurelius

We don't give our criminals much punishment, but we sure give them plenty of publicity.

Will Rogers

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **crimes:** arson, assault, blackmail, bribery, burglary, carjacking, forgery, fraud, hijacking, hooliganism, joyriding, kidnapping, mugging, murder, pickpocketing, racketeering, rape, robbery, smuggling, shoplifting, suicide bombing, theft, vandalism, terrorism, theft, human trafficking *(obchodovanie s ľuďmi)*
- **criminals:** lower/higher level criminals, petty/serious criminals
  - –to break the law
  - –arsonist, crook, burglar, hijacker, hit man, hooligan, pickpocket, rapist, robber, murderer, mugger, smuggler, terrorist, thief, blackmailer, vandal, shoplifter, kidnapper, fraud, hooligan
- **police and their duties:**
  - –arresting and questioning crime suspects, providing evidence to the court, investigating, searching for missing people, directing traffic, taking statements from witnesses, ensuring safety on the roads and in the streets, fining for parking in the wrong place, etc. *(pokuta za zlé parkovanie)*
- **law:** civil law, criminal law, commercial law, family law
- **lawyers:** BrE: barrister/AmE: attorney, defender, solicitor, judge
- **types of punishment:** community service, a fine, probation, suspended prison sentence, imprisonment, prison, jail, the death penalty (capital punishment) to be sentenced to death, methods of execution: hanging, the electric chair, lethal injection, shooting by firing squad, lethal gas
- **legal system:**
  - –trial, jail, prison, court
  - –to sue somebody, to libel, to slander, to set free, to remain free, to be granted/to pay bail
  - –the accused, the executed, guilty, victim, offender
  - –in the court: jury, jurors, to serve on a jury, to prove innocence/guilt, to reach a verdict, to acquit the accused, to sentence the accused, mistrial, appeal against the court's verdict, to have the verdict overturned

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Who are criminals?
2. Is there much crime committed in your country?
3. Why do people commit crime?
4. What are the roles and duties of the police?

5. Would you like to become a policeman/policewoman one day? Explain your reasons.
6. How should criminals be punished?
7. What do you think of capital punishment?
8. Have you ever witnessed a crime? Talk about it.
9. What happens at court during a trial?
10. What are the qualities and skills of a good lawyer?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

TYPES OF CRIME

Crime is in many ways an illness that has **afflicted** every society on our planet since man first appeared. The range of crimes possible is unfortunately as wide as the human imagination. Some crimes are financially motivated. The **robbing** of banks, the **burgling** of houses, **pickpocketing,** shoplifting, the **smuggling** of goods across borders and **fraud** would all belong to this category. In addition, criminals **mugging** people on the street, **blackmailing** people by using information the victim would not like to be passed on to others, **racketeering** and **bribery** all generally belong to this category. Violent crimes include murder, **assault** and **rape**. Other crimes may involve anti-social behaviour. The rise of vandalism and hooliganism – for which, unfortunately, English football fans are well-known – is a disturbing phenomenon. Crime may also take on an international aspect as well. Terrorism, including amongst other things the **hijacking** of planes and **suicide bombing,** is a crime of which people are increasingly aware. Furthermore, the ability of governments to engage in war crimes (or state crimes) is regrettably a reality in the modern world. In our world of famous people and celebrities reputation is extremely important. As a result, if a famous person believes his or her reputation **has been libelled** in a newspaper or magazine or **slandered** on television for example, he may take the **guilty** party to court and **sue** them. If the famous person wins the case, they will be awarded damages, or compensation, that the one who libelled or slandered will have to pay.

1. How does the author categorise the different types of crime?
2. Why might a famous person take someone or some organisation to court?

CAUSES OF CRIME

The reasons for people committing crime are many. Poverty can play a part, as can **social inequality,** and of course negative emotions such as **greed, envy,** jealousy, and anger. The influence of our families and of the environment we are born into also shapes, amongst other things, our concepts of what is right and wrong and what is acceptable and what is

not. Our **outlook** on the world can be greatly influenced by the media. Some people feel that the levels of violence that we all see on a daily basis particularly in films and in computer games lead directly to a **rise in crime**.
Crime can also occur due to **addiction** to alcohol and other drugs. Sometimes, crime may even be **committed** simply for enjoyment as can be the case for crimes such as vandalism, shoplifting and joyriding (when a car is stolen, driven fast and then **abandoned**).

3. Which crimes could be committed just for fun according to the text?
4. Which emotions could lead someone to crime?

CRIME AND PUNISHMENT

Governments and societies around the world are constantly trying to find a way to reduce levels of crime. How can this be done? Of course traditional ways of dealing with criminals include **fining petty** criminals for minor crimes, making criminals do **community service** and sending more serious criminals to prison. In some parts of the world **capital punishment**, more informally known as the **death penalty**, is used. This is a punishment that is extremely controversial. Those who support its use argue that it acts as a **deterrent to**, for example potential murderers. Also they would argue that if the death penalty were in place, a convicted murderer would not be **set free** at some point and then be able to murder again. Those against capital punishment argue that sometimes innocent people are **executed**, that statistics suggest it does not deter murderers and that murder is murder and the state has no more right than a person to kill.
There is concern sometimes that while **lower level criminals** are punished, **higher level criminals** with contacts **remain** free. As an El Salvadorean priest named Oscar Anulfo Romero put it: "Justice is like a snake: it only bites the barefooted."

5. Which arguments are there for and against the death penalty?
6. What does the quote by the El Salvadorean priest mean? Do you agree with it?

THE LEGAL SYSTEM

After someone has been **charged by the police with a crime**, the accused may be **granted bail** – allowing the accused to pay a fee and remain free until their **trial**. If the accused is not granted bail or does not pay bail, they must remain in **jail** until they are taken to court.
In both the UK and the USA, **juries** comprising 12 people are used in criminal courts. The **jurors** are ordinary people not necessarily with any legal background. They may come from any walk of life and if they are called up, they must **serve on a jury**. These jurors listen to the evidence presented by both the accused's **barrister** (called an **attorney** in the USA) who attempts to **prove** his or her client's **innocence**, and the **prosecutor**

who attempts to prove the accused's guilt. At the end of the trial, the jury goes away to **reach a verdict,** which they will then give to the court. Then, the judge will either **acquit the accused** or **sentence** him or her. In some cases, the accused may believe that there has been a **mistrial** and **appeal against the court's verdict** in order to have it **overturned**.

7. What kind of people are jurors?
8. What does someone charged with a crime have to do to be granted bail?

☐ VOCABULARY LIST

to abandon – opustiť
accused – obvinený
to acquit [ə'kwɪt] – zbaviť viny
addiction (to) – závislosť (na)
to afflict – postihnúť
assault [ə'sɔ:lt] – napadnutie
barrister (AmE: **attorney**) – obhajca
to blackmail – vydierať
bribery [braɪbərɪ] – úplatkárstvo
to burgle – vlámať sa
capital punishment – trest smrti
to commit – spáchať
community service – verejnoprospešné práce
convicted – usvedčený
death penalty – trest smrti
deterrent (to) – odstrašujúci prostriedok
envy – závisť
to execute – popraviť
to fine – dať pokutu
fraud – podvod
greed – chamtivosť
guilty – vinný
higher level criminals – zločinci závažných trestných činov
hijacking – únos lietadla
inocence – nevinnosť
jail [dʒeɪl] – väzenie
juror – porotca
jury [dʒʊərɪ] – porota
to libel [laɪbl] – dopustiť sa urážky na cti
lower level criminals – zločinci menej závažných trestných činov
mistrial [mɪs'traɪəl] – zmarený súdny proces
to mug – prepadnúť
outlook – pohľad
petty – malý, bezvýznamný
to pickpocket – kradnúť z vreciek
poverty – chudoba
prosecutor – žalobca
to prove – dokázať
racketerering [rækə'tɪə(r)ɪŋ] – vydieranie
rape – znásilnenie
regrettably – bohužiaľ
to rob – okradnúť
to sentence – odsúdiť
to shoplift – kradnúť v obchode
to slander – ohovárať
to smuggle [smʌgl] – pašovať
social inequality – sociálna nerovnosť
to sue [su:, also sju:] – zažalovať
suicide bombing – samovražedný atentát
trial [traɪəl] – súdny proces

to appeal against the court's verdict – podať odvolanie voči súdnemu rozsudku
to be charged by the police with a crime – byť obvinený políciou zo zločinu
to grant bail – udeliť kauciu
to reach a verdict – dosiahnuť rozsudok
to remain free – zostať na slobode
rise in crime – zvýšenie kriminality
to serve on a jury – slúžiť v porote
to set free – oslobodiť

☐ VOCABULARY PRACTICE

Task 1 How are the criminals that commit the following crimes called in English? What is the equivalent of the listed crimes in your language?

Crime	Criminal	The translation of the crime in Slovak
Example: ARSON	ARSONIST	podpaľačstvo
1. BRIBE		
2. SMUGGLING		
3. BLACKMAILING		
4. RAPE		
5. PICKPOCKETING		
6. DRUG PUSHING		
7. FORGERY		
8. BURGLARY		
9. SHOPLIFTING		
10. TERRORISM		
11. KIDNAPPING		
12. VANDALISM		
13. MUGGING		
14. HIJACKING		
15. THEFT		

Task 2 Which crimes are described below?
Which of them would you classify as lower level crimes and higher level crimes?

Mike gave the woman 50 dollars in return for a small packet of marijuana. 1. _____	A teenage girl was sexually attacked as she walked home from disco. 2. _____	He watched with pleasure as the fire he lit burnt down the company. 3. _____	She tried to hide the diamonds in her wig when she was going through customs. 4. _____
He stole the car for fun. He left it in the street. 5. _____	If you want to see your sweet heart again, put a million bucks into a plastic bag and wait for further instructions. 6. _____	The telephone box had been smashed and there was graffiti all over the walls. 7. _____	Her passport looked so real that it would even have fooled an expert. 8. _____
I saw him putting the goods into his pocket without paying. 9. _____	An old woman was attacked in the park. Her handbag was stolen. 10. _____	Somebody broke into our house while we were at work. 11. _____	I saw three armed men in masks pointing at the bank clerk. Then, they took us hostages. 12. _____

☐ LISTENING

Task 3 Types of Crime

You are going to hear four people speaking about different types of crime that they experienced. For questions 1–4, choose a crime from the list A–F that each speaker experienced. There are two extra letters which you will not need to use. Listen to the recording twice.

CD 2 Track 17

A) pickpocketing
B) murder
C) bribery
D) shoplifting
E) mugging
F) smuggling

Speaker One _____
Speaker Two _____
Speaker Three _____
Speaker Four _____

Task 4 Car Safety

Listen to the text, in which the speaker gives you advice on how you can protect your car better against car thieves. Then, read the sentences below and fill in the missing words according to what you hear. Listen to the recording twice.



1. Never leave your car open at a _____ _____ **(2 words)** when you go to pay.
2. It is recommended not to leave your car _____ **(1 word)** even if it is only for while.
3. Leaving your car keys with a parking _____ **(1 word)** is unsafe.
4. It is advised to leave your car with little _____ **(1 word)** in it if it is not going to be used for some time.
5. The thieves are thus more likely to be _____ **(1 word)** when they stop at a petrol station to refill the tank.
6. Leaving things of great value in your car may be _____ **(1 word)** for thieves.
7. Having a loud _____ _____ **(2 words)** can attract the attention of passers-by.
8. _____ _____ **(2 words)** are now produced from durable materials.

☐ LANGUAGE IN USE

Task 5 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Why is it that so many [0] criminals become famous? Who are they and why are their crimes so admired? There have been many famous [1] _____; probably the most famous is Jack the Ripper who murdered his victims in London in the late 19th century. The worst act of [2] _____ in America	0. CRIME 1. MURDER 2. TERRORIST

was the attack on the World Trade Centre in New York in 2001. Perhaps the most [3] _____ case in Britain was when terrorists attacked the [4] _____ Embassy in London in 1980 and took the people there hostage. Over the past twenty years, [5] _____ crime has risen all over the world. These include [6] _____ , where people have their wallets or purses stolen in attacks. Unfortunately, few of these muggers are caught. Attacks on women and the number of [7] _____ have also increased. Burglaries are more common. Most of these happen when people leave their houses during the day, but [8] _____ also strike at night when people are sleeping. Drug smuggling is becoming a [9] _____ problem. Unfortunately, Slovakia is on one of the [10] _____ routes for drug smugglers.

3. DRAMA
4. IRAN
5. VIOLENCE
6. MUG
7. RAPE
8. BURGLE
9. SERIOUSLY
10. MAJORITY

Task 6 Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. Follow the example.

There [0] was **(be)** a news story about a robbery at First Bank yesterday. The bank robbers were caught very easily. They [1] _____ **(be)** so stupid that they [2] _____ **(not, notice)** that a camera was filming them while they [3] _____ **(stand)** behind the bank without their masks on before the robbery. If they [4] _____ **(not, use)** their own car and driven straight home then the police would not have caught them so easily. While the robbery [5] _____ **(happen)**, the police were checking the licence plate of the robbers' car. They [6] _____ **(have)** plenty of time to plan the arrest of the robbers. The thieves [7] _____ **(be)** very surprised when they [8] _____ **(arrive)** home to find that armed police [9] _____ **(wait)** there for them. If all criminals were this stupid, the police [10] _____ **(have)** a much easier job.

☐ READING

Task 7 Read the text about the famous criminals, Bonnie and Clyde, and write short answers to the questions below in the spaces provided. —8

Bonnie Parker & Clyde Barrow have been depicted as a famous and romantic couple in American history. They were born a year apart, in Texas, in 1909 and 1910. Bonnie's marriage to her first husband, a thief and womaniser, hardened her spirit.

Clyde turned out to be like his classmate, John Dillinger, a troublemaker in school and a car thief from an early age. Barrow was arrested many times for theft but managed to escape. He hated prison more than anything else. He even cut off his fingers to avoid prison work.

Bonnie and Clyde teamed up in the 30s. Bank robberies were their speciality. As Barrow got bolder and began to shoot bystanders during his bank robberies, the duo began to draw public attention. They enjoyed being publicised. They even submitted their photos to newspapers with aimed shotguns and cigars sticking out of their mouths. The more publicity they got, the bigger their egos became. Once they wrote a letter to Henry Ford to praise him for the V8 engines that assisted their fast getaways.

The law finally caught up with them, just in the nick of time. The Texas Ranger, Frank Hamer, deduced that the killers would eventually seek a hideout at their friend's, Henry Methvin's farm. Hamer set up an ambush on the outskirts of the tiny town of Gibland, Louisiana, on May 22nd, 1934.

As the duo raced down the dirt road towards the farm, Hamer and other local authorities opened fire on the car. Barrow's automatic rifle jammed and he wasn't able to squeeze off a shot, and they were instantly killed, filled with bullet holes along with the Ford they were driving.

1. **What was the age difference between Bonnie and Clyde?**

_____

2. **Whose influence led Clyde to become a thief?**

_____

3. **When did Bonnie and Clyde start "working" together?**

_____

4. **Why did they write a letter to Henry Ford?**

_____

5. **How did they die?**

_____

(Adapted from Shadow Alley: Bonnie Parker & Clyde Barrow, p. 93)

☐ REVIEW

Task 8 What is the difference in meaning between the following words? If you are not sure, check the meaning in your dictionary.

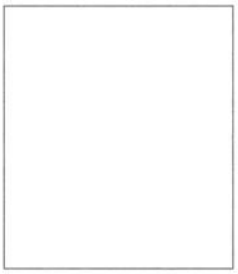
a) to rob/to steal
b) a thief/a burglar
c) manslaughter/a murder
d) a fine/a penalty
e) probation/imprisonment
f) a lawyer/a barrister
g) a policeman/a cop

Task 9 Translate the following expressions into Slovak.

a) to commit a crime _____
b) to accuse someone of a crime _____
c) to plead guilty or not guilty _____
d) to defend someone in court _____
e) to pass verdict on an accused person _____
f) to sentence someone to a punishment _____
g) to fine someone a sum of money _____
h) to send someone to prison _____
i) to release someone from prison _____
j) to sue somebody for damaging your health _____

Task 10 Write a description of a wanted criminal who has managed to escape from prison. He was sentenced for murder. Put the information into the poster below and draw him.

WANTED!



Interpol is looking for _____

who is a _____.

You can recognise him by his _____.

He has got _____.

On his left arm, there is _____.

He calls himself _____.

He usually wears _____

_____

_____

_____.

He might be found _____

_____

_____.

Since he committed _____,

he must _____.

If you _____,

call _____.

The reward depends on _____.

Be careful, he _____.

☐ SPEAKING

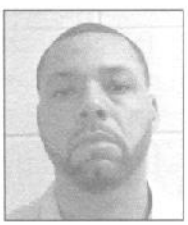
A **Read the profiles of the criminals and the crimes they committed. What do you think their motives were? How should they be punished?**



MAIA CROOK
Aged 22, married with three children, found guilty of shoplifting. Pretended to suffer from mental instability, but this was not supported by any psychiatric examination. She neglects her children, though she says she loves them. Children live with her mother-in-law who looks after them. Bad relationship with her husband.



JOHN BAKER
Aged 19, unmarried. Drunk driving a car, seriously injured a man. Marijuana found in his car. Pretends it was his friend's. Says he regretted it afterwards, blames it on drink. Often drunk and violent. Clever but very unpredictable personality, currently jobless living with his brother who is involved in some monkey business. Hates prison, will do anything to get out.



PETER DAVIS
Aged 37, married, two children at school. Good father and husband. Problems with paying back his mortgage. Recently, he was made redundant. Blackmailing his boss who was having an affair with his secretary. Threatened physical violence if the required sum of money was not paid. Peter's wife claims she knew nothing.

B **Talk about your experiences of being stopped by traffic policeman.**

- **Talk about:**
  - the reasons the police have for stopping cars,
  - the questions the police most frequently ask drivers,
  - what the police usually check when they stop cars,
  - what drivers are often fined for,
  - problems with the bribing of traffic policemen in your country.

C **What do you think of the rules below? Are they useful/useless? If you were the Minister of Justice, which of them would you introduce and why?**

- A person may not cross a street unless there is a zebra crossing.
- No one may urinate in public places, such as in parks, in the streets or in elevators.
- All drivers of motor vehicles and their passengers must wear seat belts.
- Spitting and throwing up in public are prohibited.
- Parents are not allowed to smack their children.

D **Role-play "STOLEN CAR"**

You: You are a busy mother/father of three little children, you are under stress, rather distracted and exhausted. You went to the supermarket to do some shopping with all your children and you parked your car in a parking place. After spending an hour in the supermarket with your "wild" children, you returned to the parking place and you were unable to find your car. In a state of panic, call the police and tell them that you think your car has been stolen. Give the police officer all the details he/she needs and answer all his/her questions. When you have done so, you realise that in fact you had parked your car behind the supermarket and not in front of the supermarket. Apologise for this awkward situation.

Your partner: You are a police officer investigating the theft of a car which apparently happened in front of a supermarket. The owner of the car is a hysterical woman/man, mother/father of three children, who is totally desperate. Ask her/him questions about the car and the events preceding the car's theft. Be patient with her/him and try to calm her/him down. Make a note of his/her answers.

☐ WRITING an essay

(písanie eseje)



"Poverty is the mother of crime" (Marcus Aurelius)

Write an essay (200–220 words) *giving your opinion* on the quotation by Marcus Aurelius about the causes of crime. Explain whether or not you think this statement applies to modern societies. *Explain your reasons.*

26 READING BOOKS



A book is a garden you can carry in your pocket.

Arabian proverb

A book gives knowledge, but it is life that gives understanding.

Hebrew proverb

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **main literary genres:**
  I. POETRY: *a) epic poetry* (long narrative poetry with a plot)
  b) lyric poetry (short poems that reflects personal feelings)
  c) verse drama (drama written in verse)
  II. PROSE: *a) fiction*
  b) non-fiction
  III. DRAMA: *a) tragedy* (a play with a sad ending)
  b) comedy (a play with a happy ending): comedy of manners, romantic comedy, parody, satire, tragicomedy
- **other literary genres:** ballad, chivalric romance, fable, fairy tale, fantasy, grotesque, heroic epic, legend, novel, ode, travel book
- **reasons for reading:** to enrich our lives, to learn about cultural heritage, to develop our imagination, to improve our vocabulary, to escape from the real world, to please our senses
- **authors:** poet, novelist, writer, dramatist, playwright, satirist, autobiographer, critic, pseudonym
- **book analysis:** author, protagonist, character, plot, conflict, setting, message of the book
  – *features:* allegorical, ironic, satirical, humorous, religious, mythological, narrative, fictional, historical, legendary
- **bookshops:** originals, translations, simplified versions, bestsellers
- **in the library:** to lend/to borrow, lending period, to extend, overdue, unique books, current and older issues, study room, silence is requested, lending card, reminder card
- **crisis in reading:** high prices of books, lack of time, poor choice in libraries, preference of e-books, film versions vs. books, illegal photocopying, downloading
- **Nobel Prize winners:** award, ceremony, honour

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Did you read a lot as a child? Do you remember your first book?
2. What kind of books do young Slovaks read?
3. Are comic books popular among Slovak readers? Why/why not?

4. Where can you buy/borrow books?
5. If you like reading, do you read in the original language or in translation?
6. Which book are you going to read in the near future?
7. Have you ever read an e-book? What was it like?
8. What do you know about winners of the Nobel Prize for literature?
9. Have you ever read a book written by an English or American writer? If yes, say which writer(s) and what you have read by them.
10. Why do some people prefer going to the cinema to watch a filmed version of a book instead of reading the book?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

CHILDREN'S BOOKS

Our first books are usually read to us by our parents or grandparents. These are **fairy tales** or stories and they normally have more pictures than text. They take children to the world of fantasy and teach them to **distinguish good from evil**. Children's books by *Hans Christian Andersen* and the *Brothers Grimm* are popular worldwide. Classic English children's books like *Alice in Wonderland* (written by *Lewis Carroll*) and *Winnie the Pooh* (written by *A. A. Milne*) are read and loved by many generations of English children.

1. What kind of books are usually read to small children?
2. According to the text, who are the most famous English authors of children' s literature? Have you read anything by them?

READING FICTION VS. NON-FICTION

Nowadays, people in Slovakia can read both original Slovak books and books **translated from** different languages, **mainly** English. They read books from both **fiction** and **non-fiction genres.** Boys usually read **adventure stories** or science fiction, girls prefer **romances** or **novels**. Many young Slovaks have started to read in English. There exist a lot of English books that are **simplified** and are not difficult to read for non-native speakers of English. Adults like to read detective stories, historical novels or **travel books.** Some also read non-fiction genres, such as **biographies** or **scientific papers.** There are people who enjoy reading **poetry.** There are not many of them because this genre is not easy to read. **Speculative** fiction for adults and **fantasy series** for children have become very popular genres **in recent years.** People also enjoy watching **film versions** of famous books which they have read. In Western Europe, people like to read **comic books** – there are more pictures than text and the story is usually **adventurous** and dynamic.

3. According to the text, which literary genres are popular among boys, girls and adults?
4. What are comic books? Find the explanation in the text above.

BOOKSHOPS AND LIBRARIES

Books can be bought in **a wide range of** bookshops. Some are small and quite **specialised**; others are situated in big shopping centres. People can drink a cup of tea or coffee there and sometimes see a presentation of a new book. Bestsellers can also be bought in **newsstands** or supermarkets. It is becoming more and more popular to buy a book **via the Internet** in an Internet bookshop. It is also possible to read a book **in electronic form;** such a book is called an **e-book**. In England and other countries of Western Europe **publishing companies publish** many more books than in Slovakia. People buy them in mega stores or small specialised bookshops (e. g. children's bookshops).
The place where books are **lent** and **borrowed** for a **fee** is called a library. A good one is usually **equipped with** a wider range of books which are lent to library members for an agreed **lending period**. If it is **overdue**, the lending can be **extended** for some time. Unique books, **current** and older issues of magazines and newspapers are available just for reading in study rooms where silence is **requested**. Nowadays, almost every educational institution and public library **provide** an on-line service which helps readers check all information about the books they request.

5. Where and how can books be bought according to the text?
6. What services do libraries provide to their members?

READING CRISIS

In general, people in our country do not buy many books. There are several reasons why there is a **crisis** of reading nowadays. The first one is that books are getting more and more expensive and people cannot **afford** to buy many of them. This also **leads to illegal photocopying,** mainly **among** students who often copy textbooks. The second reason is that people do not read so much anymore. People do not look for information in books (such as encyclopedias or textbooks) as much as they used to in the past. They need to save as much time as possible. Therefore, they prefer to **look up the information on the Internet.** Instead of reading good fiction, they watch films. Reading a book takes days or weeks, watching a film just one or two hours. People do not need to concentrate so much; they do not need to imagine things. Everything is ready for them on the screen. Moreover, teenagers prefer the interactive virtual reality of computer games. They **participate in** the game, **take action,** feel what the heroes feel. Adults read more and more magazines because **it takes less time** and concentration than reading a book.

7. What are the main reasons for the reading crisis mentioned in the text above?
8. What are the main consequences of the reading crisis mentioned in the text above?

WHAT IS THE FUTURE OF BOOKS?

To change this negative trend it is very important to develop a good relationship with reading and literature from a very young age. When a positive relationship is developed, books **enrich** our lives. We read **for pleasure,** we train our imagination. Books make us think, **amuse** us and give us answers to some questions. A good book is also a pleasant way **to escape** from the real world. When we read a lot, we improve our vocabulary too. People who read more, **express themselves** better.
Some people think that books will **die out** one day. They say that everything will be read in electronic form and people will have less and less time to read books. Others **argue** that reading is a hobby for many people and books are a part of the cultural **heritage** of every nation. That is why they think that the book will never **cease** to exist and is **irreplaceable**.

9. How does reading enrich and shape our personalities?
10. Comment on the opinions on the future of books mentioned in the text above.

NOBEL PRIZE FOR LITERATURE

Every year, the *Swedish Academy* **announces** the ***Nobel Prize* winners** for literature. It is based on the last will of Alfred Nobel. Winning the *Nobel Prize* for literature is one of the highest **honours** for a writer. Books by such authors become **widely** translated and sold. The authors get the award from ***His Majesty the King*** *of Sweden* during a *Nobel Prize* ***Award Ceremony*** in Stockholm. They **are awarded** it for their **overall contribution** to literature or their **uniqueness**. Here are some of the Nobel Prize winners for literature: *Tomas Tranströmer (2011), Mario Vargas Llosa* (2010), *Harold Pinter* (2005), *Elfriede Jelinek* (2004), *Seamus Heaney* (1995), *Pablo Neruda* (1971), *Samuel Beckett* (1969), *John Steinbeck* (1962), *Ernest Hemingway* (1954). Literature is the most available piece of art, enjoyed by literature lovers and readers of all ages.

11. What is the Nobel Prize in literature awarded for?
12. Name three Nobel Prize winners for literature.

☐ VOCABULARY LIST

adventure story [əd'ventʃə(r)] – dobrodružný príbeh
adventurous [əd'ventʃərəs] – dobrodružný
to afford – dovoliť si
among – medzi (viac než dvoma)
to amuse [ə'mju:z] – pobaviť, rozveseliť
to announce – vyhlásiť
to argue – argumentovať, tvrdiť
to award [ə'wɔ:d] – udeliť cenu
award ceremony – slávnosť odovzdávania ceny
biography [baɪ'ɒgrəfɪ] – životopis
to borrow – požičať si
to cease [si:s] – zastaviť, prestať
comic book – komiks
crisis – kríza
current [kʌrənt] – súčasný
to die out – vymrieť
e-book – internetová kniha (v elektronickej forme)
to enrich – obohatiť
to equip with – vybaviť, zariadiť
to escape – uniknúť
to express oneself – vyjadrovať sa
to extend – rozšíriť
fairy tale – rozprávka
fantasy series – séria kníh žánru fantasy
fee [fi:] – poplatok
fiction [fɪkʃn] – beletria
film version – filmové spracovanie knihy
heritage [herɪtɪdʒ] – dedičstvo
His Majesty the King [mædʒəstɪ] – Jeho Kráľovská Výsosť
honour [ɒnər] (AmE: honor) – česť, pocta
genre - žáner
in recent years [ri:snt] – v nedávnych rokoch
irreplaceable [ɪrɪpleɪsəbl] – nenahraditeľný
to lend – požičať
lending period – výpožičná doba
mainly – hlavne
newsstand – novinový stánok
Nobel Prize winner – nositeľ Nobelovej ceny
non-fiction – nebeletristická, literatúra faktu
novel – román
overall contribution – celkový prínos
overdue – oneskorený
to participate in – zúčastniť sa
pleasure [pleʒə(r)] – potešenie, radosť
poetry – poézia
to provide [prə'vaɪd] – poskytnúť
to publish [pʌblɪʃ] – vydať, publikovať
publishing company – vydavateľstvo
to request – vyžadovať, požadovať
romance – ľúbostný román
scientific paper [saɪən'tifɪk] – vedecká štúdia
to simplify [sɪmplɪfaɪ] – zjednodušiť
specialised [speʃəlaɪzd] – špecializovaný
speculative – špekulatívny
uniqueness – jedinečnosť
to take action – konať
travel book – cestopis
to translate from – preložiť z
widely – široko

a wide range of – široký výber
to distinguish good from evil [dɪ'stɪŋgwɪʃ] – rozlíšiť dobro od zla
in electronic form – v elektronickej podobe
to lead to illegal photocopying [li:d] – viesť k nelegálnemu kopírovaniu
to look up the information on the Internet – vyhľadať informáciu(e) na internete
to take less time – zabrať menej času
via the Internet [vaɪə] – prostredníctvom internetu

☐ VOCABULARY PRACTICE

Task 1 Which literature genres from the box below would you recommend to somebody who likes reading about...?

Example: deep feelings and dreams written in verse — poems

fairy tales – poems – detective stories – science fiction – novel of manners – fables – absurd dramas – historical novels – comic books – biographies – travel books – allegories – short stories – parodies – grotesques – heroic epics

1. folklore heroes, fairies, princesses and talking animals _____
2. science and technology and the future of life on Earth _____
3. detectives who investigate a crime, usually a murder _____
4. somebody's life _____
5. experiences and adventures from journeys _____
6. cartoon characters in a dynamic story _____

Task 2 What genres are the following books? Who were they written by?

1. Romeo and Juliet
2. A Farewell to Arms
3. The Da Vinci Code
4. The Catcher in the Rye
5. Hamlet
6. Pygmalion
7. Animal Farm
8. Sense and Sensibility
9. The Raven
10. Waiting for Godot

Task 3 Which books from the list above are the following characters from?

1. a wounded soldier fighting on the Italian front during World War I is sent to a hospital in Milan where he falls in love
2. a Prince of Denmark who wants to avenge the death of his father
3. a sixteen-year-old boy who is describing his experiences in New York
4. a professor, interested in historical symbols, investigating a murder
5. a teenage couple who love each other despite the hate of their families and die together in the end

Task 4 Explain the meaning of the following words in English. Look in a dictionary if necessary.

author – main characters – plot – main conflict – setting

Task 5 What do we call authors of the following genres in English?

Example: essay – essayist

1. poem – _____
2. novel – _____
3. short story – _____
4. drama – _____
5. satire – _____
6. autobiography – _____

Task 6 Form adjectives from the following nouns.

Example: hero – heroic

1. adventure – _____
2. legend – _____
3. history – _____
4. fiction – _____
5. narration – _____
6. literature – _____
7. tragedy – _____
8. humour – _____
9. myth – _____
10. religion – _____
11. allegory – _____
12. satire – _____
13. irony – _____
14. criticism – _____

☐ LISTENING

Task 7 Shakespeare



You are going to hear a lecturer talking about the life and works of William Shakespeare. For sentences 1–7, choose the best alternative (A), (B), (C) or (D). There is always only one correct answer. Listen to the recording twice.

1. **W. Shakespeare started his career as a writer of ____ .**
   A) history plays
   B) romantic dramas
   C) comedies and tragedies
   D) sonnets

2. **W. Shakespeare left Strandford for London because ____ .**
   A) he did not want to get married
   B) he wanted to make a career
   C) he loved his family
   D) he wanted to make some money

3. **According to the lecturer, Shakespeare' s comedies reflect the themes of ____ .**
   A) human obsession
   B) revenge and hate
   C) human harmony and happiness
   D) human simplicity and truth

4. **W. Shakespeare is mostly praised for the excellence of ____ .**
   A) his language knowledge
   B) the use of various elements in his dramas
   C) his depiction of his main characters
   D) his ability to create dramatic conflicts

5. **According to the lecturer, W. Shakespeare's tragedies are NOT about ____ .**
   A) morality and the search for truth
   B) self-destruction
   C) evil in human beings
   D) true and false visions

6. **Shakespeare did NOT use the following elements in his romantic dramas ____ :**
   A) fairy tale features
   B) mysticism
   C) mythology
   D) supernatural characters

7. **The triumph of good over evil is presented in W. Shakespeare's ____ .**
   A) romantic dramas
   B) tragedies
   C) sonnets
   D) comedies

Task 8 My Favourite Book



You are going to hear a dialogue between two friends talking about their favourite books.

A) During the first listening, decide which book they are talking about.

B) Listen to the dialogue again. Decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

1. **John wants to borrow the book from his friend.**
   A (true) *B (false)* *C (not stated)*

2. **John has already read the book three times.**
   A (true) *B (false)* *C (not stated)*

3. **John recommends his friend to watch the film version after reading the book.**
   A (true) *B (false)* *C (not stated)*

4. **John's friend wants to know more about the book.**
   A (true) *B (false)* *C (not stated)*

5. **What John enjoyed most about the book was the main protagonist.**
   A (true) *B (false)* *C (not stated)*

6. **John has not mentioned anything about other characters from the book.**
   A (true) *B (false)* *C (not stated)*

7. **John's friend knows nothing about the author of the book he wants to borrow.**
   A (true) *B (false)* *C (not stated)*

☐ LANGUAGE IN USE

Task 9 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Maurice Sendak, called the "Picasso of children's books" is one of the most °powerful men in the USA.	0. POWER
He became [1] _____ for writing and illustrating children's books which he loves. The monsters in his books have often	1. FAME
been condemned as being too [2] _____ for children,	2. FRIGHTEN

but they give voice to the dreams and [3]_____ of children very well. Among his 80 books, the most well-known is "Where the [4]_____ Things Are", published in 1963. It is one of the top ten best-selling books ever. He has received major prizes for [5]_____ in literature for children, including the Caldecott Medal and the [6]_____ Book Award.

His works created a [7]_____ revolution in children's literature, showing the content and style [8]_____ for children. Having kept alive the child in himself, curious, [9]_____, sensitive, eager-he knows how to "catch" other children. Once he said: "The boy I grew up from, still [10]_____. I keep communicating with him."

3. IMAGINE

4. WILDNESS

5. EXCELLENT

6. AMERICA

7. VIRTUALITY

8. APPROPRIATENESS

9. ADVENTURE

10. EXISTING

Task 10 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.** 8

Author Salman Rushdie [0] recalls **(recall)** a treasured family tradition: In our house, whenever anyone dropped a book, it [1]_____ **(require)** to be not only picked up but also kissed, by way of apology for the act of clumsy disrespect. I was as careless and butterfingered as any child, and so I [2]_____ **(kiss)** a large number of books. Devout households in India still [3]_____ **(contain)** people in the habit of kissing holy books. But we kissed everything, like dictionaries, atlases, novels and Superman comics. If I [4]_____ **(ever, drop)** the telephone directory, I would probably have kissed that too. All this happened before I [5]_____ **(ever, kiss)** a girl. In fact, once I started [6]_____ **(kiss)** girls, my activities with regard to books lost some of their special excitement. I [7]_____ **(remember)** my first date with a girl from the next class. We [8]_____ **(have)** lunch when I dropped the menu on the floor and without any hesitation, I picked it up and kissed it. My girlfriend stopped [9]_____ **(eat)** and started to giggle. It was the last kiss I left on a paper surface. One never [10]_____ **(forget)** one's first love.

☐ READING

Task 11 Read about some American writers (Modern Literature of the 20th Century). Then answer the following questions. The number in the brackets indicates how many answers are needed. Follow the example:

Example: Which authors died of a heart attack? (2) Fitzgerald, Steinbeck

1. Who became an idol for young Americans in the early twenties of the 20th century? (1) _____
2. Who became a master of inner monologues and dialogues? (1) _____
3. Who became a master of style and short form? (1) _____
4. Who was awarded the Nobel Prize for literature? (2) _____ _____
5. Who wrote about animals in their works? (2) _____ _____
6. Who wrote poems? (3) _____ _____ _____
7. Who went to a war? (2) _____ _____
8. Who wrote about young people and their opinions and problems? (3) _____ _____ _____
9. Who cared about environmental issues? (3) _____ _____ _____
10. Who became famous for having his books filmed? (1) _____

AMERICAN LITERATURE: Modern Literature of the 20th Century

Francis Scott Fitzgerald (1896–1940), a member of the "Lost Generation", was a novelist and short story writer famous for depicting the American 1920s, referred to as the Jazz Age. His first novel, ***This Side of Paradise*** made him famous. It expressed the feelings and opinions of the younger generation. He was held in such high esteem that every prestigious literary journal was interested in publishing his works. He and his wife, Zelda, became idols of their generation. In 1925, Fitzgerald completed his most brilliant novel, ***The Great Gatsby***, one of the best novels of the time, concerned with the "American dream". The 1930s were a difficult time for the writer. Zelda was sent to live in a mental asylum and he began to drink heavily. Fitzgerald's last completed novel, ***Tender is the Night***, is a moving story of a psychiatrist who marries one of his patients. In 1939, he started to write a novel about life in Hollywood, ***The Last Tycoon***, but it was left unfinished at his death. Fitzgerald died of heart attack, aged 44.

Ernest Hemingway (1899–1961) is the most important figure in American literature from the first half of the 20th century. He is remembered as an excellent novelist and a master of short forms who wrote in a clear, precise style. Hemingway was a member of a group of writers called the "Lost Generation", who expressed their feelings and opinions on life, especially the loss of illusions and creative aims that were evident to many young people after World War I. His first novels ***The Sun Also Rises*** and ***A Farewell to Arms*** brought him great success. He developed a kind of novel which combined elements of love stories with war stories. Hemingway spent the post-war years writing books and travelling for skiing, bullfighting, fishing and hunting which became a part of his life and the background for many of his novels. His love of Spain and his passion for bullfighting is reflected in the novel ***Death in the Afternoon***. The novel ***For Whom the Bell Tolls*** is a literary account of the Spanish Civil War. In 1930s, he also published ***The Green Hills of Africa*** and ***The Snows of Kilimanjaro***. His famous novella ***The Old Man and the Sea*** played a role in gaining him the Nobel Prize in Literature in 1954. The story of an old Cuban fisherman, who catches a big marlin only to lose it to sharks, shows the man's moral force and dignity against the powers of nature. It is the last work Hemingway published in his lifetime.

John Steinbeck (1902–1968), a social novelist, started his literary career with the story ***The Red Pony*** recalling memories from his childhood. He achieved his first critical success with the novel ***Tortilla Flat*** but he became really famous with his social novels ***Of Mice and Men*** about homeless people, and ***The Grapes of Wrath*** about a farmer's family who lost their home during the Great Depression (1929–1939). Of Mice and Men was adapted for the stage and became a hit. Consequently, it was made into a Hollywood film. The Grapes of Wrath won the Pulitzer Prize as the best novel of the year. After World War II Steinbeck wrote ***East of Eden*** which immediately became a bestseller. It was made into a successful film starring James Dean, the idol of his generation. In 1961 Steinbeck wrote ***The Winter of Our Discontent*** and was awarded the Nobel Prize in Literature. The book examines the moral decline of American society through a tragic story. His famous ***Travels with Charley*** is based on a road trip across the USA he made in a camper truck with his poodle Charley. Early in 1966, Steinbeck went to Vietnam as a war correspondent. He died of a heart attack in 1968.

Jerome David Salinger (1919) is best known for his novel ***The Catcher in the Rye*** published in 1951. The author became very popular and as his popularity grew, he gradually withdrew from the public eye, avoiding both the media and giving interviews. He continued writing and publishing mostly shorter stories such as a collection of short stories called ***Nine Stories***, which also includes his famous story ***A Perfect Day for Bananafish***, and a novella and story entitled ***Franny and Zooey***. ***The Catcher in the Rye*** depicts the problems of adolescence – the loss of innocence, the generation gap, the disillusionment of the young American post-war generation, the rejection of their parents' values – as experienced by the protagonist, Holden Caulfield. Salinger's style of writing, the use of slang, interior monologue and his gift for dialogue, inspired the rise of a new type of fiction concerned with the specific problems of teenagers and young adults, and thus influenced a whole range of modern American novelists.

The term "Beat Generation" refers to a group of writers who emerged in the 1950s. It includes the poets, **Allen Ginsberg** (1926–1997), **William Burroughs** (1914–1997) and **Jack Kerouac** (1922–1969) who was the acknowledged leader and seen as the speaker for his generation. Their philosophy was Zen Budhism and American Indian culture. They rejected academic attitudes to poetry, feeling that poetry should be brought to the people. The poets of the "Beat Generation" enjoyed reading their poems in public and their readings were often accompanied by jazz. The common ideas which linked them were spiritual liberation, the liberation of the word from censorship, the spread of ecological consciousness and respect for the land and indigenous people and creatures. The Beat Generation was followed by hippies and the anti-war movement which led to environment activities. Major Beat writings include ***On the Road*** by J. Kerouac, Ginsberg's ***Howl*** and Burrrough's ***The Naked Lunch***.

☐ REVIEW

Task 12 What is the difference in meaning between the following expressions? If you are not sure, check the meaning in your dictionary.

a) biography/bibliography/autobiography
b) to publish/to print/to edit/to proofread
c) library/bookshelf/bookcase
d) bookmark/bookworm
e) chapter/passage
f) to lend/to borrow
g) award/reward
h) price/prize

Task 13 Knowledge Quiz. Fill in the missing information about British and American authors. Choose their names from the box below. How are the book titles translated into Slovak? Check on the Internet.

Mark Twain – Kurt Vonnegut Jr. – Oscar Wilde – William Shakespeare – Virginia Wolf – Daniel Defoe – Charles Dickens – Charlotte Brontë – David Herbert Lawrence – Aldous Huxley – Herman Melville – Jack London – Eugene O' Neill – Theodore Dreiser – Percy Bysshe Shelley – Francis Scott Fitzgerald – Ernest Hemingway – John Steinbeck – Tennessee Williams – George Gordon Byron

BRITISH LITERATURE	Written by	Genre	Period
The Merry Wives of Windsor	1.	comedy	Humanism and Renaissance (the 16th century–the early 17th century)
The Life and Strange Surprising Adventures of Robinson Crusoe	2.	novel	The Enlightenment Literature (18th century)
Childe Harold' s Pilgrimage	3.	poetic travel book	Romanticism (18th century–the early 19th century)
Prometheus Unbound	4.	drama in verse	Romanticism (18th century–the early 19th century)
David Copperfield	5.	novel	Victorian Literature (the 19th century)
Jane Eyre	6.	novel	Victorian Literature (the 19th century)
The Picture of Dorian Gray	7.	novel	Victorian Literature (the 19th century)
Sons and Lovers	8.	autobiographical novel	Modernism (20th century)
Mrs. Dalloway	9.	experimental novel	Modernism (20th century)
Brave New World	10.	novel – dystopia	Modernism (20th century)
AMERICAN LITERATURE	Written by	Genre	Period
Moby Dick	11.	novel	Romanticism (19th century)
The Adventures of Tom Sawyer	12.	novel	Realism (the late 19th century–the early 20th century)
The Call of the Wild	13.	novel	Naturalism (the late 19th century–the early 20th century)
An American Tragedy	14.	novel	Naturalism (the late 19th century–the early 20th century)
The Great Gatsby	15.	novel	Modern Literature: "Lost Generation" (the 20th century)

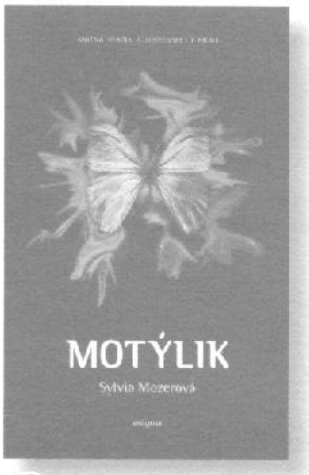
A Farewell to Arms	16.	novel	Modern Literature: "Lost Generation" (the 20th century)
East of Eden	17.	social novel	Modern Literature (the 20th century)
Mourning Becomes Electra	18.	play	Modern Literature (the 20th century)
A Streetcar Named Desire	19.	play	Modern Literature (the 20th century)
Cat's Cradle	20.	novel – dystopia	Postmodernism (the late 20th century)

☐ SPEAKING

A **Look at the book covers below and answer the questions below.**

What kind of books do you think they are? What kind of people would read them?

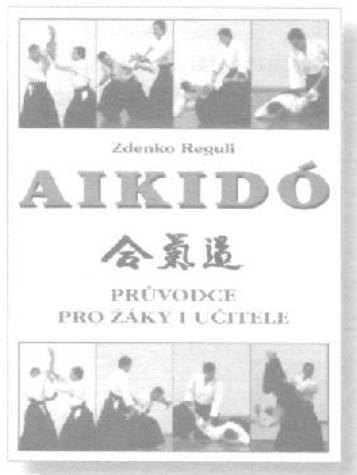
1. Have you read any of these books? Which?
2. Which would you like to buy for yourself/your best friend and why?
3. Which book would you not be interested in? Why not?
4. What makes an interesting book?



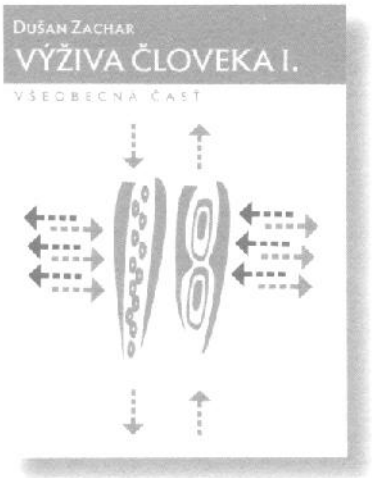
1



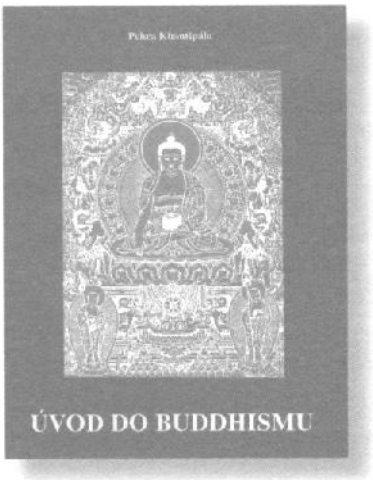
2



3



4



5

B Explain the term "DRAMA" in English. Do you know any British/American/Slovak dramatists? Who are they? What plays are they famous for?

- What do you think makes a play at the theatre interesting for its audience?
- What is the main conflict in the W. Shakespeare's drama "Romeo and Juliet"?
- How would Romeo express his love to Juliet in the 21st century?
- If you were a theatre director, how would you stage a modern version of Romeo and Juliet so that it would attract the attention and interest of young people?

C Simulation

Imagine that there is a new library being built in your school. Your school has a budget of € 1 000 to spend on books.

- **Talk about:**
  - the books you could buy for this money,
  - genres and titles of the books which should be there,
  - how you would attract other students from your school to visit the library regularly.

D Role-play "THE LOST SYMBOL FAN"

You: You like reading mystery novels. Your friend has invited you to go to the cinema with him/her to see the adaptation of Dan Brown's *The Lost Symbol* because he/she knows that you like this kind of genre. In spite of being a big fan of this genre, *refuse* your friend's invitation in a polite way. Explain that you would like to read the book first and then go to the cinema. Give him/her clear arguments for your decision.

Your friend: You like going to the cinema. You want to go and see a new film based on Dan Brown's *The Lost Symbol* with your friend who is keen on reading mystery novels. *Invite* him/her to go with you. Tell him/her that you have already bought the tickets. If your friend refuses, express disappointment in a polite way.

☐ WRITING



✎ Writing an essay – description of a person *(písanie eseje – opis osoby)*

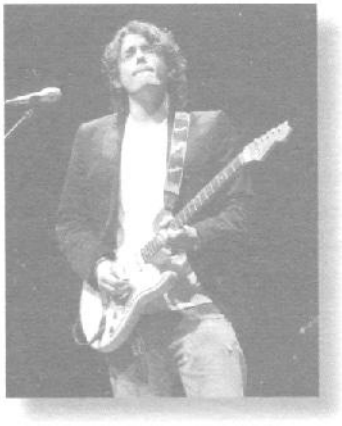
Describe your favourite book character. In your essay (200–220 words):

- explain the reason for your choice (what makes him/her so special and interesting for you),
- describe your favourite character: his/her appearance, personality, life, relationship with other characters, etc.

✎ Story writing *(písanie príbehu)*

Write a modern version of the famous fairy tale Little Red Riding Hood. You can change the plot and setting, but you should keep the same characters.

27 IDOLS, CELEBRITIES AND FAMOUS PERSONALITIES



"A celebrity is a person who works hard all his life to become well-known, then wears dark glasses to avoid being recognised."

Fred Allen

"Let every man be respected as an individual and no man idolised."

Albert Einstein

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the un known words in your dictionary.

- **human traits/characteristics/features/qualities:**
- **positive:** brave, bright, charismatic, charming, courageous, energetic, generous, hardworking, honest, loyal, open-hearted, patient, reliable, respectful, responsible, sympathetic, trusting, trustworthy, willing
- **negative:** arrogant, aggressive, brutal, careless, cruel, hypocritical, malicious, reluctant, selfish, thoughtless, vain
- **values:** love, faith, health, respect, family, friendship, commitment, security, education, freedom, money, career, peace
- **idols:** pseudo-idol, ideal person, to idealise/idolise, icon, example, hero/heroine, role model, celebrity, ordinary people
- **heroes/heroines:** ancient, literary, fictional, national, war
- **celebrities:** actors/actresses, singers, musicians, sportsmen/sportswomen, politicians, writers
- **role models/pop idols:**
  - admired, adored, artificial, criticised, famous, idealised, influential, overrated, popular, stylish, in the limelight, well-known
- **ordinary people:** to perform extraordinary acts, to possess human qualities, to gain respect, to do brave/heroic acts
- **activities/acts:**
  - to admire, to identify with, to save life, to promote peace, to sacrifice, to fight for freedom, to lead a campaign, to publicise, to encourage, to perform extraordinary acts, to support;
  - to betray, to criticise, to deny, to disappoint, to judge, to abuse political power, to be imprisoned, to overestimate

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. How can one become a famous personality?
2. Who are the most famous personalities in your country? What are they famous for?
3. How would you describe an idol? Why do people need them?
4. What human traits do you consider negative?
5. What traits do you admire?
6. What talent contests are popular in your country?
7. Do you admire ordinary people? What for?
8. What makes celebrities popular?
9. Do you think that some crimes are committed because of films?
10. Name some Slovak national heroes (dead or alive) and say what they are famous for.

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

WHO ARE IDOLS?

The concept of an **idol** [Greek: eidolon = "appearance"] **appears** very often in religion and philosophy. Several philosophers, such as *Aristotle, Plato, Bacon* and *Nietzsche,* developed concepts that they have called idols. We can say that an **ideal** person does not exist because every individual possesses both positive and negative traits. We try to develop the positive traits and **suppress** the negative ones. Every society and every individual believes in a certain **hierarchy of values**. Love, health, **faith**, family and friendship are usually among the top values. Some people consider money and career the most important ones. A similar hierarchy of values is important for a good relationship.

1. Who are idols according to the ancient philosophers?
2. According to the text, does an ideal person exist? Explain.

ROLE MODELS – IDOLS OR "PSEUDO-IDOLS"?

During **adolescence,** young people often search for a **unique** identity. At this age, sportsmen and sportswomen, rock stars and film and television performers (e. g. reality show stars) become **role models** for them. Teenagers often wish to be like their chosen role models who have **achieved great popularity** through the publicity they have received from the mass media. The *MTV* music channel is one of the channels that has helped many stars become idols. Idols are **well-known** in society and **receive attention** from

a large number of people. They are usually young and always look good and **stylish**. They have their own fashion designers and stylists. Their popularity does not usually last a very long time. They are part of a marketing **campaign** which ensures that the mass media regularly informs the **public** about their idols' lives. This type of information **is** not always **based on reality** and is often **made up.** Role models are often **criticised.** *Pop Idol* is the most famous talent **contest** which aims to find the best new young singer or pop idol in a given country. It combines a traditional talent show format with some aspects of reality television shows. **Viewers vote** for their idols by mobile phone **text messages.** These types of idols have a great **influence** on people of a certain age. Young people try to **resemble** them by copying the way they look and behave. Teenagers often find their idols in reality shows. Reality show stars are "pseudo-idols", which means they are not real idols. They are often **overrated** and **admired** for no good reasons.

3. What qualities do the role models often admired by the young have?
4. Describe *Pop Idol* using the information from the text above.

WHO ARE REAL HEROES?

In modern history, we often speak about heroes. A **hero (male)** or **heroine (female)** is an extraordinary character who represents the most important **traits valued** by the culture they are in. The hero is **idealised** and often **possesses** superhuman characteristics. These **enable** him or her to **perform extraordinary acts** for which he or she is famous. Heroes are also people who have difficult or challenging jobs, such as **volunteers** in regions of war or natural catastrophes, fire-fighters, soldiers and doctors. The qualities we admire include **courage**, talent, energy, charm, a **sense of humour,** etc. Every year, we hear about people who have saved somebody's life or done some other **brave** act that had required a great deal of courage. They saved people who had nearly **drowned** or had been **injured** in a car accident. They gave blood or performed very difficult **surgery**. In our country, every year, one of these heroes is given an award for "the bravest act of the year".

5. How are heroes defined in the text above?
6. What kind of qualities in the text above are applied to heroes?

WHO ARE FICTIONAL HEROES?

Apart from real existing heroes, there are also **fictional** heroes – heroes from books, films and plays. Characters in books often become idols admired by generations of readers. Every nation's literature has such idols. When a book is filmed, they can become film heroes. In modern movies, many heroes are **charismatic** and are **adored** by viewers. Women like handsome, brave male heroes; men like attractive female heroes. In some films, heroes are ordinary people who try to **overcome obstacles** in their lives and often

change during the story. People can **identify with** them because they are realistic and they **remind** them **of** their own lives. Through these characters they can understand life better. Some heroes, mostly in science fiction or action films, possess superhuman characteristics. These heroes are very appealing for children and the young. There are heroes who are very violent and consider **violence** a way to solve all problems. Adults criticise violent heroes from movies and computer games, saying that violence has a very negative **impact** on their children. Their children can easily identify themselves with these heroes and start to **behave** in a similar way. Many **crimes** have been **committed as a result of** such films.

7. Why do some people identify with fictional heroes?
8. Why do violent heroes have a negative impact on children?

ORDINARY PEOPLE – OUR IDOLS?

Most of us admire people who are **not at all** famous but are **ordinary**. **Still**, they are idols for us because they represent certain human traits that we admire and often do not possess. Our parents, grandparents, siblings or friends are idols for us. When we are children, we admire them because they always help us or **because of** their profession. When we grow up, we admire them because they are not afraid to fight against difficulties in their lives, they help other people or **simply** always have a smile on their faces. Without realising it, any of us might be a hero for somebody who respects us for a certain quality.

9. Which ordinary people can become our idols?
10. What do we admire them for?

☐ VOCABULARY LIST

to admire – obdivovať
adolescence – adolescencia
to adore – zbožňovať
apart from – okrem
to appear – zjaviť sa
because of – kvôli
to behave – správať sa
brave – statočný, odvážny
campaign – kampaň
contest – súťaž
courage [kʌrɪdʒ] – odvaha
to criticise – kritizovať
to drown – utopiť sa
to enable – umožniť
faith – viera, dôvera
female – ženský
fictional – vymyslený
hero – hrdina
heroine – hrdinka
hierarchy of values – hierarchia hodnôt
charismatic – charizmatický
ideal – ideálny
to idealise (AmE: idealize) [aɪ'di:əlaɪz], idolise – idealizovať
to identify with [aɪ'dentɪfaɪ] – stotožniť sa s
idol [aɪdl] – idol
impact – dopad
to influence – ovplyvniť
to injure – poraniť sa
to make up – vymyslieť
male – mužský
not at all – vôbec
ordinary – bežný
to overrate – preceniť, nadhodnotiť
to possess – vlastniť, mať
public – verejnosť
to remind of – pripomenúť
to resemble – pripomínať
role model – vzor, príklad
sense of humour (AmE: humor) – zmysel pre humor
simply – jednoducho
still – aj tak, napriek tomu
stylish – štýlový
to supress [sə'pres] – potlačiť
surgery [sɜ:dʒəri] – operácia
text message – textová správa
trait – črta, vlastnosť
unique [ju'ni:k] – jedinečný
to value – ceniť si
viewer – divák
violence – násilie
volunteer – dobrovoľník
to vote – voliť
well-known – všeobecne známy

to achieve great popularity – dosiahnuť obrovskú popularitu
as a result of – v dôsledku
based on reality – na základe skutočnosti
to commit a crime – spáchať zločin
to overcome obstacles – prekonať prekážky
to perform extraordinary acts – robiť mimoriadne skutky
to receive attention – dostávať pozornosť

☐ VOCABULARY PRACTICE

Task 1 Explain the meaning of the following human traits. Which of them do you admire most? Why?

Example: A friendly person is somebody who has got many friends.

1. A respectable person is somebody who...
2. A selfish person is somebody who...
3. A brave person is somebody who...
4. A smart person is somebody who...

5. A violent person is somebody who...
6. A charismatic person is somebody who...
7. A courageous person is somebody who...
8. An ordinary person is somebody who...
9. An idealised person is somebody who...
10. An overestimated person is somebody who...

Task 2 What do we call a person who...?

Example: plays the piano – *pianist*

1. is in politics – _____
2. writes music – _____
3. does sport professionally – _____
4. works in the field of science – _____
5. creates fine art – _____
6. sings – _____
7. leads an orchestra – _____
8. invents something new – _____
9. saves people from fires – _____
10. helps others in need for free – _____

☐ LISTENING

Task 3 Flooded Village

You are going to hear a dialogue between an interviewer and a volunteer. Then, decide whether the following statements are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.

CD 2 Track 21

1. **Karin comes from the village that was flooded.**
   A (true) *B (false)* *C (not stated)*

2. **It was the first time that the village had been flooded.**
   A (true) *B (false)* *C (not stated)*

3. **Everyone was evacuated.**
   A (true) *B (false)* *C (not stated)*

4. **Karin's parents put the sand bags on the road.**
   A (true) *B (false)* *C (not stated)*

5. **Locals helped with food and water supply.**
   A (true) *B (false)* *C (not stated)*

6. **Karin delivered blankets and warm clothes to the victims.**
   A (true) *B (false)* *C (not stated)*

7. **The sand bags helped to control the water.**
   A (true) *B (false)* *C (not stated)*

Task 4 My Best Friend

You are going to hear Andrea talking about her best friend Soňa's qualities. Based on the text you will hear, fill in the missing words in the summary below. Listen to the recording twice.

CD 2 Track 22

Soňa and Andrea are the best of [1]_____. They met at [2]_____ where they were studying philology. Soňa has a [3]_____ for learning foreign languages and playing musical instruments. Her brother, who she greatly admires, plays the piano [4]_____. Soňa is crazy about Sting and that kind of music. She taught herself how to play the [5]_____. Andrea admires Soňa for being loyal, trustworthy, and [6]_____. When she works on something, she puts all her [7]_____ and energy into it to finish it. Andrea is [8]_____ to have Soňa, who is such a special person in her life.

☐ LANGUAGE IN USE

Task 5 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example. Can you guess the name of the actor?

Example: He created many famous movie characters who are physically very [0] strong . — 0. STRENGTH

He was born into a family with an [1]_____ background. [2]_____ defects, which he had since [3]_____ , left him with speech problems. He was a sickly [4]_____ who suffered from rickets. When he was 5, his parents moved to Maryland. There he had a [5]_____ time. He attended about 12 schools from which he was expelled for bad [6]_____ . At the age of 15, he moved to Philadelphia. He stayed there with his mother and her new husband. He became increasingly [7]_____ in sports which helped him to become more and more well-built. In 1969, he moved to New York where he had a [8]_____ of odd jobs. He finally decided to become an [9]_____ . It became a [10]_____ career for him. He started with smaller roles which did not bring him [11]_____ . Later, he wrote some scripts of which some were produced. Many people remember him thanks to his [12]_____ roles as Rocky and Rambo. The movie First Blood, which is the prequel to Rambo, was one of the [13]_____ movies of its time. The film Rocky, whose script was also written by himself, was his first [14]_____ success.

1. ITALY
2. FACE
3. BORN
4. CHILDREN
5. DIFFICULTY
6. BEHAVE
7. INTERESTING
8. VARY
9. ACT
10. SUCCESS
11. FAMOUS
12. FORGET
13. BLEED
14. MAJORITY

Task 6 **Read the text below and fill in the gaps with the correct verb form or verb tense of the verbs in brackets. There is an example at the beginning.**

The American Presidential election of 2000 [0] was **(be)** a total disaster from start to finish. The candidates, Bush and Gore, [1]_____ **(battle)** in the months before the election, without [2]_____ **(seem)** to have any real differences in policy. It [3]_____ **(look)** as though America did not really care which of the candidates [4]_____ **(win)**.

The real problem [5]_____ **(occur)** during the voting process. The votes were extremely close. The day after the election everyone [6]_____ **(wait)** for the results from Florida. Out of six million votes, there was a margin of just 327 votes. If Bush won the state, he [7]_____ **(win)** overall. In the end, Bush won Florida and [8]_____ **(become)** the 43rd president of the United States – despite the fact that Gore [9]_____ **(gain)** more votes across the whole country. This is because of the way the voting system in America works. The final result [10]_____ **(calculate)** by combining the total results from individual states, not the overall figures.

It [11]_____ **(be)** interesting to see if the system changes in the future, after seeing the chaos which kept the world [12]_____ **(wait)** to find out who would be the next "leader of the free world".

☐ READING

Task 7 **Read the text below about George Soros and do exercises A) and B).**

A) Choose an appropriate title for the following article.

a) George Soros – The Saint.
b) What Is the Open Society Foundation?
c) Why Would the World Be Better Without Soros?
d) Who Is George Soros?

A	To some, he is the "Man Who Broke the Bank of England" – making $1 billion in currency deals that forced Britain out of the ERM (Exchange Rate Mechanism). To others, he is the head of the Open Society Foundation; an organisation which seeks to promote active democracy, especially in his native Central Europe. To the Malaysian prime-minister, he is a criminal whose activities attacked south-east Asian currencies. As for himself, George Soros said he would like to be remembered as "a financial, philanthropic and philosophical speculator".
B	He was born into a Jewish family in Hungary in 1930. His family managed to survive the Nazi invasion of Hungary in 1944 by using false papers, although many other Jews were killed in the Nazi concentration camps. In 1947, he moved to London where he met Karl Popper, a philosopher, who created the term, *open society*, meaning the opposite of a dictatorship – a society where argument and debate are encouraged.
C	Soros moved into banking in 1956. By the end of the 1970s, he had become rich as a currency speculator. He felt dissatisfied with his life and throughout the 1980s began to build his financial empire. His organisation was based in New York, with offices across Central and Eastern Europe. With the collapse of Communism at the end of the 1980s he tried to persuade political leaders in the West to help rebuild the economies of former Communist countries. He was unsuccessful and instead used his own money to support projects encouraging democracy.
D	More recently, Soros has turned his attention to the USA, and has invested heavily in trying to save America from itself. He has become involved in a wide variety of projects there including drug laws, prison reform, welfare benefits, improving students' mathematical skills and also with hospices for the dying. However, his involvement has not always been welcomed and many politicians have been critical of him, especially of his views on the legalisation of certain drugs.
E	It is difficult to say whether history will remember Soros for his financial speculation which has brought economies to their knees or his philanthropy which has helped lift nations off their knees. Whatever else can be said, his is certainly one of the names that will be remembered.

B) Decide whether the following statements 1–7 are true or false. Write the letter (A–E) of the paragraph in which you found the evidence for your answer.

1.	**The name "Soros" is connected with financial speculation.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
2.	**Soros' family was killed during the Nazi invasion of Hungary during World War II.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
3.	**Soros' projects are aimed at improving education, health care and American society.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
4.	**Soros came up with the term "open society".** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
5.	**Soros's democratic activities in post-communist countries were supported by political leaders in the West.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
6.	**Soros wants to be remembered as the man who saved the world.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐
7.	**Soros is more liberal than conservative with regard to some drugs.** *A (true)* *B (false)* *Which paragraph (A–E) supports your answer?* ☐

Task 8 Read the following text about blockbusters in the 90's and write short answers to the questions below in the spaces provided.

1. Which actor had the highest box office receipts in the 1990s? _____
2. Which role made Samuel L. Jackson popular? _____
3. Which actor appeared in some films without any clothes on? _____
4. Which two actors from the text played in the same film? _____
5. Who usually plays sympathetic characters? _____
6. Which female role was played by a male actor? _____

BLOCKBUSTERS

AC Nielsen EDI calculated which actors had the most film credits in the last decade of the 20th century. Here is the list, published by USA Today, with each actor's '90s movies total, his or her films' combined box office take, and some memorable roles.

SAMUEL L. JACKSON, 36 movies, $1.7 billion. A small role in *The Phantom Menace* (as Jedi council member Mace Windu) helped this actor's box-office take rise exponentially. Other block-buster roles, as shark chum in *Deep Blue Sea* and dinosaur bait in *Jurassic Park* leave him with neither the time, nor the necessity, for working on sequels. But his hitman role, Jules, in *Pulp Fiction* is what really put this actor on the map. In 2000 he had another action role in the remake of *Shaft*.

HARVEY KEITEL, 30 movies, $709.3 million. Hits? What Hits? Keitel, one of Jackson's co-stars in indie breakout *Pulp Fiction*, hasn't graced any blockbusters per se, but he hasn't stopped working. He was very successful in *Reservoir Dogs*, in which he played Mr. White. He was at his most genteel in *Thelma & Louise*, and got naked in *The Bad Lieutenant*, *The Piano* and the *Holy Smoke*.

WHOOPI GOLDBERG, 29 movies, $1.3 billion. Whenever a character needs a shoulder to cry on, chances are it will be Whoopi's shoulder that's available. The actress nabbed an Oscar as a helpful psychic in Ghost, played a sympathetic cop in *The Deep End of the Ocean*, the ideal housekeeper in *Corrina, Corrina* and, also, a nurse in *Girl, Interrupted*.

ROBIN WILLIAMS, 27 movies, $1.6 billion. Williams keeps churning out feel-good hits, from 2000's *Bicentennial Man to Patch Adams*, *Good Will Hunting*, *The Birdcage* and his unforgettable role as *Mrs. Doubtfire* in the film of the same name.

☐ REVIEW

Task 9 Fill in the following chart and then make sentences talking about idols and celebrities using some of these words.

NOUN	ADJECTIVE	VERB
1.	ideal	2.
3.	4.	to resemble
courage	5.	6.
7.	challenging	8.
9.	10.	to criticise
identity	11.	12.
13.	unique	14. –
15.	16.	to behave
fiction	17.	18. –
19.	adorable	20.

popularity	21.	22.
23.	24.	to respect

Task 10 Knowledge Quiz. Can you match the American presidents in the following box to the information below?

Barack Obama – George Washington – John Fitzgerald Kennedy – Ronald Reagan – Bill Clinton – George Bush Jr. – Abraham Lincoln

American president	Description of American presidents and their acts
1.	– the 1st president of the United States – he fought in the American War of Independence. – was involved in the preparation of the American Constitution
2.	– 6th American president – proclaimed the emancipation of slaves – during the Civil War he held the Union together
3.	– 35th president of the USA – the youngest man ever elected president
4.	– 40th president of the United States – career as a motion-picture actor – was the initiator of the construction of the U.S. strategic defence system
5.	– 42nd president of the USA – rumours of extra-marital affairs and financial misdeeds
6.	– 43rd President of the USA – became president after a controversial election where he gained less votes than his opponent Al-Gore – he gained the highest recorded popularity after his reaction to the 11th September 2001 terrorist attacks on New York and Washington
7.	– 44th president of the United States – has written two books – Dreams from My Father, a memoir, and The Audacity of Hope which became a bestseller – Nobel Peace Prize winner in 2010

☐ ALL CLASS SIMULATION

Task 11

In class, simulate the famous TV knowledge quiz *Who Wants to Be a Millionaire*. Arrange the class in the same way as it is on television: the audience in a semicircle and a host sitting facing a contestant sitting on "the hot seat" in the middle. The contestant has to answer 15 questions and can ask for help from the audience, or can call a friend or use the 50:50 (correct vs. incorrect answer). If all 15 answers are correct, your English teacher should award the contestants the best school mark 1. TIP to get mark 1: Look up the information on the Internet.

1. **Who was the youngest man ever elected American president?**
   A) J. F. Kennedy
   B) G. Washington
   C) B. Clinton
   D) W. Churchill

2. **Who was president of the USA when the terrorist attacks on September 11th, 2001 occurred?**
   A) G. Bush
   B) B. Clinton
   C) A. Lincoln
   D) B. Obama

3. **Who was awarded the Nobel Prize for Literature in 1953?**
   A) V. Havel
   B) W. Churchill
   C) M. L. King
   D) A. Fleming

4. **Why was Margaret Thatcher called the Iron Lady?**
   A) because of her strict policies
   B) because of her iron voice
   C) because she was a fan of Iron Maiden
   D) because she was very popular

5. **What was the name of Michael Jackson's best selling album?**
   A) Thriller
   B) Death
   C) We Are the World
   D) Off the Wall

6. **Which American president is Barack Obama?**
   A) 42nd
   B) 44th
   C) 43rd
   D) 45th

7. **Which two members from the Beatles were born in 1940?**
   A) John Lennon and Paul McCartney
   B) John Lennon and George Harrison
   C) George Harrison and Ringo Starr
   D) John Lennon and Ringo Starr

8. **What was the real name of Marilyn Monroe?**
   A) Lisa Taylor
   B) Caroline Sue Thomson
   C) Norma Jeane Baker
   D) Vivian Smith

9. When was Disneyland, a famous amusement park near Los Angeles, opened for the first time?

A) in 1976
B) in 1966
C) in 1955
D) in 1949

10. How old was Steven Spielberg when he won a prize for a 40-minute war film he had made?

A) 13 years old
B) 33 years old
C) 23 years old
D) 43 years old

11. Who was the first man to set foot on the Moon on July 16, 1969?

A) J. Glenn
B) I. Newton
C) R. Oppenheimer
D) N. A. Armstrong

12. What nationality was Samuel Morse, the inventor of the Morse Code?

A) English
B) Australian
C) Canadian
D) American

13. The British footballer, David Beckham, is married to a famous celebrity. What is her first name?

A) Chiara
B) Victoria
C) Diana
D) Cecilia

14. Queen Elizabeth II is the daughter of ..... (whom)?

A) Queen Elizabeth I.
B) James VI.
C) Henry VIII.
D) George VI.

15. Which of the following politicians was NOT assassinated?

A) J. F. Kennedy
B) A. Lincoln
C) Martin Luther King
D) R. Reagan

☐ SPEAKING

A **Read the short paragraph below. Then talk about "heroes" of the kind described in the text. Say whether you know any person in your surroundings whom you could call a hero for similar reasons. What other acts in life, do you think, are brave? Who would you nominate for "the bravest act of the year"?**

Every year, we hear about people who have saved somebody's life or done some other brave act that had required a lot of courage. They saved people who had nearly drowned, or had been injured in a car accident. They gave blood or performed very difficult surgery. In our country, every year, one of these heroes is given an award for "the bravest act of the year."

B Talk about advantages and disadvantages of being a celebrity. Describe a famous actor/actress/singer/sportsman/sportswoman, etc.

- **Talk about:**
  - his/her image and lifestyle (clothes, hairstyle, jewellery, hobbies, holidays...),
  - what he/she is famous for,
  - his/her ups and downs in his/her career,
  - some scandals from his/her life.

C Simulation

How would you react if you coincidentally met somebody very famous (e.g. a popular actor/actress/singer)? Would you start talking to him/her? Have you ever been in such a situation?

D Role-play "TALENT CONTEST"

You: You think that you are very talented. You would like to participate in one of the talent contests which run on Slovak television channels (e.g. "Slovensko hľadá Superstar", "Slovensko má talent"). *Talk to* your best friend about it and *ask for support.*

Your partner: Your best friend thinks that he/she is an ideal candidate for a talent contest, such as "Slovensko hľadá Superstar" or "Slovensko má talent". However, she is not very talented and you are worried that she would fail and be completely humiliated in the first round. *Talk to your friend* and *try to find a way of putting him/her off tactfully.*

☐ WRITING an essay

(písanie eseje)



Can people be special when they are ordinary?

Write an essay (200–220 words) in which you *express your own opinion* on the given topic.

28 THE UNITED KINGDOM – FACTS, CULTURE AND PEOPLE

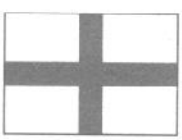


I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

(from: "I Wandered Lonely as a Cloud" by William Wordsworth, the Lake District poet of the early 19th century)

Study the following box which contains facts about the UK. Underline the facts which you were not aware of.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

country/ capital/ flag	**England** Capital: London 	**Scotland** Capital: Edinburgh 	**Wales** Capital: Cardiff 	**Northern Ireland** (Ulster) Capital: Belfast 
languages	English	English Gaelic	English Welsh (Celtic language)	English Irish
other famous cities	Brighton Cambridge Oxford Liverpool Manchester	Glasgow Edinburgh Dundee	Swansea	Londonderry Armagh [arma:]
places of interest	Lake District English countryside coast	Highlands: Loch Lomond and Loch Ness – Highland Games and Festivals	mountains Snowdon (1100 m above sea level)	Giant's Causeway
economy	*industry:* – computing – banking – insurance – commerce – finance – advertising *agriculture*	*industry:* – engineering – printing – electronic industries – shipbuilding – heavy steel manufacture	*industry:* – coal mining	agriculture: – livestock, cattle
stereotypes	– reserved – conservative – polite – self-disciplined – reliable – specific sense of humour	– independent – proud of their culture and heritage	– love of music and poetry	– patriotic – music and dance lovers

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Which English-speaking countries have you been to?
2. Which English-speaking countries would you like to go to in the future?
3. Which countries is Great Britain comprised of?
4. Which countries form the United Kingdom?
5. What is the official language of Great Britain?
6. What do you know about Northern Ireland and the Republic of Ireland?
7. What do you know about Great Britain's political system?
8. What currency is used in England?
9. Have you ever met any British people? Where were they from? What were they like?
10. Read the verse by W. Wordsworth at the top of the previous page. Which part of Britain do you think he is writing about? How does the poet see the country that he is writing about?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

THE UNITED KINGDOM (UK) OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom (UK) of Great Britain and Northern Ireland is situated on the British Isles which lie off the northwest coast of Europe. Great Britain **comprises** England, Scotland and Wales. Together with Northern Ireland it forms **the United Kingdom.** It **includes** four nations: the English, Scottish, **Welsh** and Irish people. They all differ in their way of life, **customs**, **values** and traditions. The largest cities of the UK are *London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds* and *Edinburgh*. The UK is an **industrialised** country – major industries include iron and **steel engineering**, **textiles**, plastics, cotton, chemicals, electronics, wool, shipbuilding and **food processing**. The islands are rich in mineral **resources** and **coal mining** was once a major industry. The **chief** agricultural products are **wheat**, **barley**, **oats**, potatoes, **sugar beet**, milk and meat.

1. Which nations make up the UK?
2. Which are currently the major industries in the UK according to the text?

ENGLAND

England **occupies** the largest, southern part of Great Britain. The southwest and west are largely **plains**, hills and **moors**. England has about 60 million inhabitants over 130 000 square kilometres making it one of the most **densely** populated countries in

the world. The country is divided into 36 counties. *Lancashire, Yorkshire, Warwickshire, Hampshire, Kent, Cheshire, Durham, Essex* and *Sussex* are the largest and the most populated. The capital of England and of Great Britain is *London*.
England is highly industrialised. The development of industry started during the period of the Industrial Revolution in the late 18th and early 19th centuries. Recently, there have been many changes in the structure of the country's economy. New "modern" industries and **enterprises** have developed. The biggest **growth** has been in computing, banking, **insurance**, commerce, finance and **advertising**.
England has a very rich architecture. Many of the greatest cathedrals and churches were built between 1100 and 1500. Many can still be seen today in towns that have **retained** much of their original character.
The English countryside is **remarkable** for its green fields and trees. Small villages and old market towns look beautiful with their well-kept gardens and houses. The country has a long **coastline** with many famous seaside resorts, such as *Brighton, Bournemouth* and *Torquay* on the south coast. The most beautiful natural **scenery** can be seen in the north-west of England in the *Lake District*, an area which **inspired** many of the English romantic poets.

3. What kind of countryside is typical for England?
4. What is the Lake District famous for?

SCOTLAND

Scotland is a wonderful country – full of traditions and romance. It retains its own character and way of life. It has more than 5 million inhabitants. Scotland has been a part of Great Britain since 1707, but the Scottish people **remain** very independent and **proud of** their culture and **heritage**. They speak various dialects of English and 60 000 also speak Gaelic, an **ancient** Scottish language. Scotland is a country of hills, lakes (called lochs), fast **flowing** rivers and deep **valleys**. The most beautiful part of Scotland is the region known as the *Highlands*. The most famous lakes are *Loch Lomond* and *Loch Ness* where a **mythical** monster, Nessie, lives **according to** legends.
There are four big cities in Scotland – *Glasgow, Edinburgh, Dundee* and *Aberdeen*. *Edinburgh*, the ancient capital of Scotland, is one of the most beautiful cities in the world. It has become an international centre of music and drama and is famous for its **annual** festival – the *Edinburgh International Festival of Music and Drama*. Edinburgh is also famous for its engineering, **printing** and electronic industries. *Glasgow*, situated on the river *Clyde*, was once known all over the world for its shipbuilding and heavy steel manufacturing, although these industries have almost **vanished** now. Scotland has its own legal and educational systems.

5. Which Scottish towns and places are worth seeing?
6. What are Scottish people like according to the text?

WALES

Wales is a largely **mountainous** country. It has an eastern land **border** with England. The oldest son of the English **monarch** and the **successor** to the English **throne** is given the title "Prince of Wales". Wales is famous for its long rivers, wide lakes and high hills in the north of the country. The highest mountain in the north, *Snowdon*, is 1 100 metres above sea level and can be found in the region called Snowdonia. The population of Wales is about 3 million people in an area of just under 21 000 square kilometres. The majority of the people live in the coal-mining and industrial region of the south around *Cardiff*, the capital of Wales and *Swansea*.

7. Who is the "Prince of Wales"?
8. What is Wales famous for according to the text above?

NORTHERN IRELAND

Northern Ireland (also known as *Ulster*) is a part of the United Kingdom. *Belfast*, the capital, is the educational, commercial, entertainment and service centre of Northern Ireland. It is also an important **port**. As most of the country is **rural,** agricultural products and **livestock account for** much of Northern Ireland's exports. There are many small farms producing pigs, **cattle**, milk and eggs. The politics of Northern Ireland and people's lives have been dominated by religious and economic problems. The whole of Ireland was connected to Britain from 1800, although parts had been occupied by Britain since 1167. *The Republic of Ireland* (also known as *Eire)* became independent in 1922, while Northern Ireland remained a part of the UK. *Eire* is almost totally Roman Catholic **whereas** just over half of the population of Northern Ireland is Protestant and about 40 per cent are Catholic. The Catholic community want Northern Ireland to join *Eire*, whereas the Protestant community want to remain part of the UK. Old **hatred** between Protestants and Catholics have been kept alive, with years of **civil unrest** and terrorist attacks by both sides. Many lives have been lost and many bombings and terrorist attacks were aimed at **targets** in Britain. While problems remain in Northern Ireland, the level of violence there has greatly decreased, especially since the Irish Republican Army (the IRA) agreed to fully **disarm** in 2005. In a survey **conducted** by Queens University Belfast and the University of Ulster, 73% of people in Northern Ireland said they wished to remain part of the UK and 16% said they wished Northern Ireland to leave the UK and **unify** with the Republic of Ireland.

9. Which countries are known as Ulster and Eire?
10. Based on your reading, explain the reason for the clashes between Protestants and Catholics in Northern Ireland.

☐ VOCABULARY LIST

according to – podľa
advertising (AmE: advertizing) – reklama
ancient – prastarý
annual – každoročný
barley – jačmeň
border – hranica
cattle – dobytok
chief – hlavný
civil unrest – občiansky nepokoj
coal mining – ťažba uhlia
coastline – pobrežie
to comprise [kəmpraɪz] – obsahovať, skladať sa
to conduct – viesť
custom [kʌstəm] – zvyk
densely – husto
to disarm – odzbrojiť
enterprise [entəpraɪz] – podnik
to flow – tiecť (rieka)
food processing – spracovanie potravín
growth – rast
hatred [heɪtrɪd] – nenávisť
heritage [herɪtɪdʒ] – dedičstvo
to include – zahrňovať
industrialised [ɪndʌstrɪəlaɪzd] (AmE: industrialize) – industrializovaný
to inspire [ɪnspaɪə] – inšpirovať
insurance [ɪnʃʊərəns] – poisťovníctvo
livestock – hospodárske zvieratá
monarch – panovník
moor [mʊːə, also mɔː] – močiar
mountainous – hornatý
mythical [mɪθɪkl] – legendárny
oat [əʊt] – ovos
to occupy [ɒkjʊpaɪ] – zaberať
plain – rovina
port – prístav
to print – tlačiť
to remain – zostať, pretrvávať
remarkable – pozoruhodný
resource – zdroj
to retain – zachovať
rural [rʊərəl] – vidiecky
scenery [siːnərɪ] – scenéria
steel engineering – oceliarsky priemysel
successor – nasledovník
sugar beet [biːt] – cukrová trstina
target – cieľ
textile [tekstaɪl] – textil
throne – trón
unify [juːnɪfaɪ] – zjednotiť
valley – údolie
value – hodnota
to vanish – zmiznúť
Welsh – obyvatelia Walesu, waleský
wheat [wiːt] – pšenica
whereas – kým, zatiaľ čo

to account for – činiť, podieľať sa
to be proud of – byť pyšný na

☐ VOCABULARY PRACTICE

Task 1 Map reading

a) Using the map below show where the following places are:

- the United Kingdom/Great Britain
- England/Scotland/Wales/Northern Ireland
- London/Glasgow/Cardiff/Belfast

b) Point to the places you have marked on the map and make sentences with the verbs in the box:

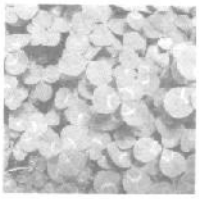
Example: Great Britain (show on the map) *comprises* England, Scotland and Wales (show on the map).

to occupy
to be situated
to cover
to comprise
to be divided
to border
to lie (in the north, south, east, west)
to spread
to be located
to inhabit



Your sentences:

Task 2 **Did you know that the flowers/plants in the pictures below are the national flowers of England, Scotland, Wales and Ireland? Find on the Internet which country in the UK they are connected with and why.**

			
Name of the flower: **Rose**	Name of the flower: **Thistle**	Name of the flower: **Daffodil**	Name of the flower: **Shamrock**
National flower of 1.	National flower of: 2.	National flower of: 3.	National flower of: 4.

Task 3 **When you think of London, what comes to your mind? Name the most famous sights and symbols depicted in the picture below.**



☐ LISTENING

Task 4 National Stereotypes

You are going to hear three people speaking about how they are seen by other nations. For questions a–h, choose from speakers 1–3. There are 2 extra statements which will not be mentioned. Label them as (NM – not mentioned). Listen to the recording twice.



Which of the following speakers (1–3): speaker 1: ENGLISH, speaker 2: IRISH, speaker 3: SCOTTISH:

a) goes to the Edinburgh festival annually? _____

b) talks about socialising in pubs? _____

c) disagrees with stereotyping? _____

d) appears to be very patriotic? _____

e) talks about national cuisine? _____

f) talks about different types of beers? _____

g) talks about religious issues? _____

h) explains the rules of Gaelic football? _____

☐ LANGUAGE IN USE

Task 5 Read the text below about the British and fill it in with the missing words. There is only one missing word in each line. Follow the example.

WHAT ARE THE BRITISH LIKE?

Many traditional customs and habits have changed [0] as the way of life has changed. It is no longer true to say that all families eat bacon, eggs, sausages and tomatoes [1]____ breakfast. This is in fact now rare – the ever quickening pace of modern life does [2]____ provide money or time for such luxuries. Most people would rather have toast, a [3]____ of cereals or even have nothing at all. On the other [4]____, there are habits and customs which characterise many British people. It is true that the British people rarely [5]____ hands when they meet, except when being introduced [6]____ someone for the first time. British people

are very [7]____ of animals and sport. Football is the national sport and it is shown [8]____ television almost every day. They are also fans of cricket, rugby, golf, tennis and horse racing, to mention the [9]____ popular ones. Most British people like to [10]____ their summer holidays at the seaside, often in Spain and France. Many British women work full time now, rather [11]____ staying at home and doing the housework. The role of women [12]____ changed and many British women have their own careers. Husbands and wives [13]____ the housework and also the responsibility for their children's education. Young people in Britain have [14]____ own particular interests, their own lifestyles and a special youth culture. [15]____ who leave school at 16 and get their first jobs are already independent. They have their own money to spend [16]____ CDs, DVDs, clothes and entertainment. Teenagers who stay at school [17]____ the age of 18, preparing for going to college or university, often take a job in a shop or baby-sit to get some [18]____ pocket money. Saturday night is the most popular night of the week for going [19]____ to parties or to a disco with friends. The cinema is more popular [20]____ the theatre with young people.

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example. —8

Example: Since 1945, Britain has been trying to come to terms with [0]*American* world domination,

0. AMERICA

the importance of a united Europe, the [1]_____ of empire and immigration from former colonies. Above all, Britain has had to [2]_____ problems such as a slow decline in its economy and of social stress – [3]_____ , crime and alienation. In 1945, 20 per cent of the [4]_____ was nationalised by a Labour government which introduced free health care and [5]_____ . The Conservative government that lasted from 1979 until 1997 (under the [6]_____ of Margaret Thatcher until 1990) attempted to make Britain more [7]_____ by privatising industry and reducing welfare [8]_____ . This was seen as making the rich

1. LOSE

2. FACIAL

3. EMPLOY

4. ECONOMICAL

5. EDUCATE

6. LEADER

7. COMPETE

8. PAY

richer and the [9]_____ poorer. The Labour government, which was originally a left wing political party, came to [10]_____ in 1997 and continued these policies. Tony Blair, who was Prime Minister of the United [11]_____ (and head of the Labour Party) for 10 years, was replaced by former minister of [12]_____ Gordon Brown in 2007. In 2010 Gordon Brown's Labour Party lost the election. Great Britain has close [13]_____ with the United States of America and is a [14]_____ of the U.S. led coalition in the Iraq War as well as in Afghanistan.

9. POVERTY
10. POWERFUL
11. KING
12. FINANCIAL
13. TIE
14. MEMBERSHIP

☐ READING

Task 7 **Read the text below about The History of Britain and choose either YES and NO for each question (1–10). Write the letter (A–H) of the paragraph in which you found the evidence for your answer. Paragraphs can be used as evidence more than once.** ⟵8

THE KEY EVENTS IN THE BRITISH HISTORY

A	Among the first inhabitants of Britain were the Celts who came to the British Isles from northern Europe before the 6th century BC (Before Christ). The *Roman occupation* began in the 1st century AD (lat.: Anno Domini – in the year of our Lord) and lasted for four centuries. The Romans built towns, roads and centralised administration.
B	In the early 5th century, the Roman army was needed at home and left the British Isles. The Germanic tribes of Angles, Saxons and Jutes invaded Britain in the 5th century. The Celts had to take refuge in the mountainous parts of Britain. The Anglo-Saxons gradually established a unified kingdom and a high level of culture. This period was also plagued by Viking raids.
C	In 1066, the Norman army led by *William the Conqueror* invaded the country. *William, the Duke of Normandy*, became *King of England* and the reign of the Normans began. The *Magna Charta*, a document signed in 1215 by *King John*, established a basis for the supremacy of law over the king and laid the foundations for parliamentary government.

D	In 1337, a war between England and France began which became known as the *Hundred Years War*, although it actually lasted until 1453. It was followed by wars for the English throne between the families of *the Yorks* and *the Lancasters*, also known as the *Wars of the Roses*, which ended in victory for *Henry Tudor* and led to the establishment of the *Tudor dynasty*. The reign of the second Tudor king, *Henry VIII*, changed religion in England dramatically.
E	When *Pope Clement VII* refused to annul Henry's marriage to the first of his six wives, *Catherine of Aragon*, Henry withdrew England from the Catholic Church and created the *Church of England* with him as its head. This had great political implications. The reign of *Elizabeth I* (*Henry VIII*'s second daughter) saw the rise of England as a world power and the flowering of the Renaissance in English literature.
F	The *English Civil War* took place in 1642–1649 when the king, *Charles I*, and Parliament were engaged in a struggle for power. The Civil War ended with the defeat and execution of the king and the establishment of a Puritan Republic. *Oliver Cromwell* became the *Lord Protector*. The Puritan Republic was so unpopular that the monarchy was restored in 1660 and *Charles II* became the king of England.
G	The 18th century was a period of transformation with the development of parliamentary government and the rise of the *Industrial Revolution*. In 1707, Great Britain was formed by the *Act of Union* joining England and Scotland. Ireland was then added in 1801 to form *the United Kingdom of Great Britain and Ireland*.
H	During the reign of *Queen Victoria* from 1837 to 1901, Britain dominated the world industrially, commercially and militarily. This period ended with *World War I*, economic crises and *World War II*, in which Britain suffered considerably. The *Anglo-Irish Agreement* in 1921 formed Ireland as a separate country with *Northern Ireland* remaining a part of *the United Kingdom*.

1.	**According to the text, could Queen Victoria meet Oliver Cromwell?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
2.	**Did the end of World War II lead to Ireland becoming a separate state?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
3.	**According to the text, could Henry VIII. meet Elizabeth I.?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐

4.	**Was Britain prosperous during the reign of female rulers mentioned in the text above?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
5.	**Were the Celts more powerful than the Anglo-Saxon tribes?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
6.	**Was the basis of parliamentary government in Britain laid in the 18th century?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
7.	**Did the Romans settle in Britain before the Celts?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
8.	**Were there any changes to religion under the reign of Henry VIII?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
9.	**Was Britain ever occupied by any invaders?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐
10.	**Was Great Britain immediately formed from England, Scotland, Wales and Northern Ireland?** *A (yes)* *B (no)* *Which paragraph (A–H) supports your answer?* ☐

Task 8 **Read about the different political systems of some English-speaking countries and Slovakia. Then fill in the chart. For each category, one piece of information is not in the text but can be found in the box below.** 8

DIFFERENT FOLKS, DIFFERENT VOTES!

There are many different political systems in the world, but the most common system in the developed world is democracy.

Britain, the home of democracy, has a constitutional monarchy. As with most democracies there are two chambers of government which keep a check on each other. However, the 1000 or more members of the upper chamber are not elected. The lower chamber, the House of Commons has 659 members who are elected by the first past the post system.

America has a similar system of government. Its upper chamber has two members from each of the 50 states. The lower chamber, the House of Representatives, is elected using the first past the post system.

Ireland's government has Irish names for its chambers, the upper Seanad (pronounced *šanad*) with 60 and the lower Dáil (*dorl*) with 166 members. Their president is known as the Taoiseach (*tíšoch*).

Slovakia only has one chamber with 150 members, who are voted for terms of four years by the system of proportional representation (PR). As in America, there is a president but the Slovak one has fewer powers than his American counterpart.

National Council – the Senate – PR – ~~Monarch~~ – 435 – House of Lords

Official Name (in English)		The United Kingdom of Great Britain and Northern Ireland	The Slovak Republic	The United States of America	The Republic of Ireland
Area (km²)		244,000	49,000	9,373,000	70,300
Population		63 million	5.5 million	314 million	4.5 million
Government	Head	Monarch			
	Upper Chamber		–		
	Members	1 000 +	–		
	Lower Chamber				
	Members				
	Voting System				

☐ INTERNET SURVEY

Task 9 **Find out on the Internet about one of the following royal couples: Prince William, Duke of Cambridge and Catherine Middleton or Charles, Prince of Wales and Camilla Parker Bowles, Duchess of Cornwall.**

- Search for the following information:
  – how their relationship started, where they met,
  – some information about their wedding,
  – duties connected with their status.
- Present your findings to your class.
- Would you like to be a member of the royal family? What would be the advantages and disadvantages?





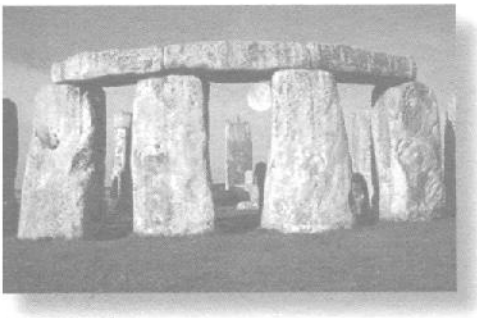

Task 10 Knowledge Quiz

Test your knowledge about English-speaking countries in this quiz. There are four incorrect facts. Can you find and correct them?

1. Welsh is the official language of Wales.
2. England, Wales and Scotland form Great Britain.
3. The United Kingdom comprises England, Wales, Scotland and Northern Ireland.
4. London is the capital of England and Great Britain.
5. The official currency of England is the euro.
6. Queen Elizabeth II holds great political power in the United Kingdom.
7. The Republic of Ireland is a sovereign state and is mostly Catholic.
8. Northern Ireland has its own legal and educational systems.
9. The national flower of England is the rose.
10. Prince Charles' s official title is *"Prince of Wales"*.

☐ SPEAKING

A **If you had a chance to spend a month in the United Kingdom as a tourist, which towns and places from the pictures below would you like to see? Explain your reasons. Look at the map of the UK at the end of the book and indicate where the places/towns are on the map.**



1. Stonehenge



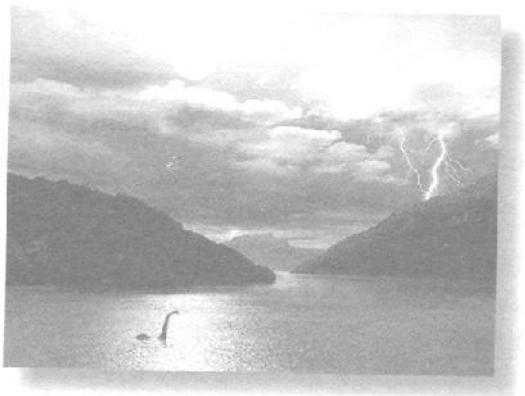
2. Stratford upon Avon



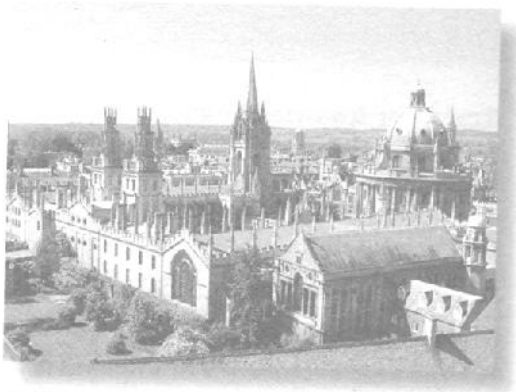
3. Giant's Causeway (Northern Ireland)



4. London



5. Loch Ness



6. Oxford

B **Talking about cultural stereotypes is not correct. However, what cultural stereotype would you create based on your knowledge of the English people? What are they like? Do you think that Mr. Bean (a famous comedy character) reveals any cultural and social characteristics typical for the English?**

C Simulation

You are standing in front of Buckingham Palace with a camera in your hand waiting for the Changing of the Guards. Suddenly, out of the blue, you are mugged and your camera and your shoulder bag with your money and documents are gone. What will you do?

D Role-play "U2 FANS"

You: You are a big fan of the group U2. You want to go to their concert in Dublin in Ireland where they come from. You will turn 19 soon and you think that going to Dublin to see Bono live would be the best gift ever. Ask your parents to let you go and to pay for your concert ticket and other expenses necessary for you to travel to the concert. *Negotiate* with your parents, *make promises* and *beg them* to let you go. *Accept* your parent's suggestion.

Your partner: You are a parent of a teenager who is a big fan of the Irish group U2. Your child, who will turn 19 soon, wants to go to Dublin for the concert. Your child will be begging you to let him/her go and pay all expenses connected with the trip. *Negotiate* and tell your child that it is too expensive. Finally, *decide to let him/her go* on one condition: you want to go as well. *Suggest* other things you could do in Dublin besides going to the concert.

☐ WRITING a report

(písanie správy)

You are an exchange student in Scotland. These are the photographs you took at the Highland Games, an event that is held throughout the year in Scotland to celebrate Scottish and Celtic culture. Write a report about this event for your home school magazine where you will mention:

– the origin of Highland Games,

– the activities/disciplines,

– the visitors/participants,

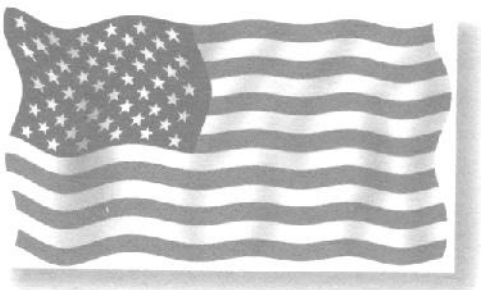
– attractions for tourists,

– a funny story with a kilt and children (see the picture below).

NOTE: Before writing the letter, find information about the Highland Games on the Internet.



29 THE UNITED STATES OF AMERICA



There is not a liberal America and a conservative America – there is the United States of America. There is not a black America and a white America and Latino America and Asian America – there's the United States of America.

Barack Obama

It's the movies that have really been running things in America ever since they were invented. They show you what to do, how to do it, when to do it, how to feel about it, and how to look how you feel about it.

Andy Warhol

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **geography:**
  - –plains, rocky mountains, deserts, prairies, canyons, forests, coasts, beaches, reservations, national parks, waterfalls, caves, to share borders with, to be bounded by, to be located in the north, to lie between
- **economy:**
  - –industries: metals, minerals, raw materials, coal, oil, natural gas, iron, steel, glass
  - –agriculture: cotton, tobacco, corn, oranges
- **history:**
  - –discovered, colonised, settled, ruled by, governed, persecuted, declared, recognised, abolished
  - –colonists, puritans, settlers, rulers, Native Americans, slaves
- **political system:**
  - –federation, constitution, president, government (the Executive Branch, the Legislative Branch, the Judicial Branch)
- **population:**
  - –melting pot, multicultural society, immigrants, Yankees, Native Americans, African-Americans, Hispanic (Latino) Americans, The Amish population
  - –living the American dream, freedom, equality, fight against racism and terrorism

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

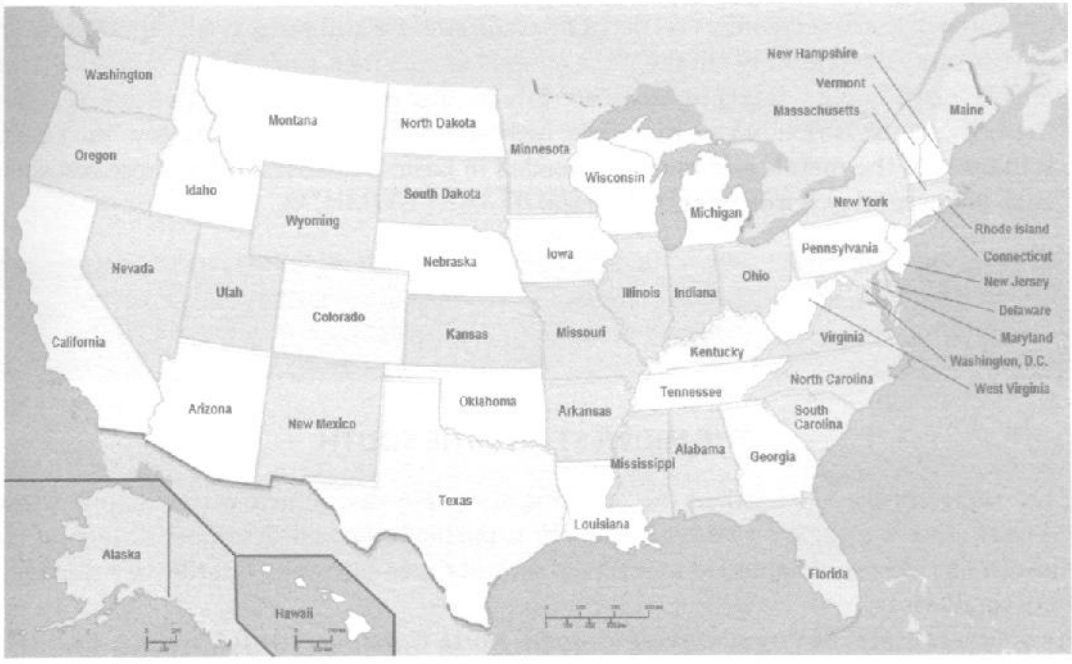
1. How many states does the USA consist of?
2. What is the capital of the USA?
3. Who is currently the American President? Is he popular among Americans?
4. Can you name at least three former American presidents?
5. What do you know about "the American dream"?

6. How do American films and adverts present Americans?
7. What do you know about the American way of life?
8. Which American cities would you like to visit and why?
9. Who do you think were the original American inhabitants?
10. Can you explain what the stars and stripes on the American flag stand for?

☐ TEXT

Read the texts about different parts of the USA and find the places mentioned on the map provided. Check the meaning of the words in bold and answer the questions below.

THE UNITED STATES OF AMERICA – GEOGRAPHY AND POPULATION



The United States of America is a federal constitutional republic consisting of 50 states including Alaska and the island of Hawaii.

Lying between the *Atlantic* and the *Pacific Oceans, the United States of America* covers a **considerable** part of *North America* and is nearly as large as Europe. The USA is **bounded** to the north by *Canada,* to the west by the *Pacific Ocean,* to the south by *Mexico* and the *Straits of Florida* and to the east by the *Atlantic Ocean.*

The most **densely** populated are the north-eastern states of *New York, Pennsylvania, Illinois, Ohio* and *Michigan.* This region includes some of the most important cities such as *New York* (14 million people), *Washington DC* (the capital of the USA), *Philadelphia* and the USA's biggest industrial centres, *Chicago* and *Detroit.*

The USA is home to more than 314 million people – mostly of European **origin** but also of African-American, Native American, Japanese and Chinese origins amongst others. Its multicultural character results from the large amounts of immigrants from all over the world. Besides English, which is the **official language**, the people of the USA speak their **minority** and immigrant languages. This means that Spanish is becoming an increasingly important language, especially in the southern states.

1. Using the map and the text above, describe the boundaries of the USA.
2. According to the text, which languages are spoken in different parts of the USA?

THE NORTHEAST

The northern region of the USA is called *New England*. It includes the states of *Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island* and *Vermont*. It is the region where some of the first colonists settled. Old traditions are still **preserved**, especially in architecture and lifestyle. Some of the most famous universities, such as *Harvard* (1636) and *Yale* (1701), are in New England. They are private universities. The north-eastern region of the USA, which is rich in **raw** materials, has become the centre of industry. The USA is rich in most of the metals and minerals needed in basic industries. It has large resources of coal, oil, natural gas, iron, **steel** and glass.

3. What is the north of the USA famous for according to the text?
4. What industries are prevalent in the north of the USA?

THE MIDWEST AND THE SOUTH

In the centre of the USA, called the *Midwest*, there are **vast plains** where mainly **wheat** is grown. This is a region where agriculture is particularly well-developed. Much of the Midwest has windstorms, called tornadoes, several times each year, but they are short and affect small areas.

The Southern states of *Virginia, West Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Alabama, Mississippi, Louisiana, Florida* and *Arkansas* are mainly agricultural, **growing** cotton and tobacco. It is here that the **slave trade** started and transported Africans were used as slaves to work on cotton and tobacco plantations. Racial problems are still serious in the south. *The State of Florida* is different from the rest of the south. There are **pine** forests, orange plantations and beaches. This part of the country is often **severely** damaged by hurricanes.

The Southwest of the United States of America includes *Texas*, the largest state of the federation, famous for its oil, prairies and **cattle** ranches. There are also *New Mexico* and *Arizona* where many Native Americans still live on reservations. The Southwest with its **extensive** deserts is characterised by its **lack of** rain and extreme temperatures during summer. The famous *Grand Canyon* is situated in this region.

5. According to the text, compare and contrast weather conditions in the Midwest and the South of the USA.
6. What information does the text give about Native Americans and African-Americans?

THE WEST

The American West includes the following states: *Washington, Oregon, Wyoming, Montana, Utah, Idaho, Nevada* and *California*. They are also called the Rocky Mountains States. With the **exception** of its cities, the American West is very **thinly** populated. The natural beauties of national parks of this region of the USA are world famous. Thousands of tourists visit the *Rocky Mountains* and beaches in California every year. Visitors are also attracted to the cities of *California* such as *San Francisco* and *Los Angeles*. One of the most famous districts of Los Angeles, *Hollywood*, is the centre of both the **motion picture** and television industries.

7. Which natural beauties can be seen in the West of the USA?
8. What is Hollywood famous for?

OTHER ATTRACTIONS FOR TOURISTS

Besides southern California, there are also other tourist centres, such as the semitropical areas of *Florida, Hawaii, Puerto Rico* and the *US Virgin Islands* with fine beaches. Winter sports resorts can be found in beautiful areas in the *Rocky Mountains* and in *New England*. The Canadian-American *Niagara Falls* **belong** among the most beautiful natural wonders of the world.

9. What other attractions can be seen in the USA mentioned in the short paragraph above?
10. Which of them would you like to see and why?

☐ VOCABULARY LIST

to belong – patriť
besides – okrem
to bound – tvoriť hranicu
cattle – dobytok
considerable – značný
densely – husto
exception – výnimka
extensive – rozsiahly
to grow – pestovať
lack (of) – nedostatok
minority – menšina
motion picture (AmE) – film
official language – úradný jazyk
origin – pôvod
pine – borovica
to preserve – zachovať
raw [rɔ:] – surový
severely – vážne
slave trade – obchod s otrokmi
steel [sti:l] – oceľ
thinly – riedko
vast plain – rozsiahla pláň
wheat – pšenica

☐ VOCABULARY PRACTICE

Task 1 **Brainstorm whatever comes to mind in connection with the USA. Put your ideas into the categories listed below.**

AMERICAN STATES: _____

AMERICAN CITIES: _____

AMERICAN PRESIDENTS: _____

AMERICAN NATIONAL ICONS: _____

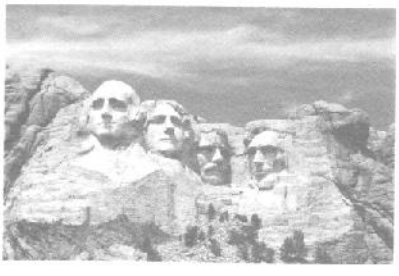
AMERICAN CELEBRITIES: _____

AMERICAN WRITERS: _____

AMERICAN SPORTS: _____

AMERICAN FOOD: _____

Task 2 **Look at the photographs taken in different parts of the USA. Do you know anything about these sights and places? Where are they? What are they famous for? Find interesting pieces of information about these places on the Internet and present your findings to your class in the form of a PowerPoint presentation.** 8



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



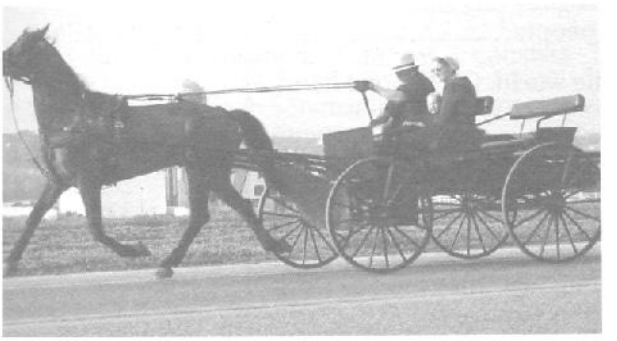
10. _____

☐ LISTENING

Task 3 The Amish People

You are going to hear a text about the Amish population living in Pennsylvania, the USA. For questions 1–6, choose the best alternative (A), (B) or (C). There is always only one correct answer. Listen to the recording twice.

CD 2 Track 24





1. What is said about the Amish?

A) They reject family life.
B) It is difficult to make friends with them.
C) They are very religious.

2. What is NOT true about the Amish?

A) They do not use cars.
B) They are not allowed to watch television.
C) They are allowed to use electricity.

3. **What language do Amish children learn to speak at school?**
   A) English
   B) High German
   C) Pennsylvania Dutch

4. **Where do the Amish worship?**
   A) In each others' houses.
   B) In churches.
   C) Outside.

5. **Why is the Amish way of clothing symbolic?**
   A) It reflects their connection to nature.
   B) It reflects their faith.
   C) It reflects the latest fashions.

6. **Why don't the Amish accept any modern technology and progress?**
   A) They are afraid to accept any.
   B) They care about the environment.
   C) They are threatened by accepting modern conveniences.

☐ LANGUAGE IN USE

Task 4 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: The Americans are open, friendly, hardworking, [0] *independent* and self-reliant. — 0. INDEPENDENCE

Another image of Americans is the result of the [1] _____ of American movies and advertising. The people [2] _____ one of the highest standards of living in the world. On the one hand, there are rich people who live in [3] _____ houses, spend most of their time at parties and drive expensive cars. On the other hand there are also [4] _____ levels of poverty in many of the cities. The majority do not live in great luxury. They have to work hard for the money they earn. They know the [5] _____ of money and do not like to "throw" it away. People usually do not stay in the same town all their lives. They like to move. It is not [6] _____ for families to move house or go to live in

1. INFLUENTIAL
2. ENJOYMENT
3. LUXURY
4. HEIGHT
5. VALUABLE
6. USUALLY

another town or state more than once every ten years. It is a typical custom to teach children [7]_____ from an early age. The car is seen as a [8]_____ and each adult member of a typical American family has his/her own. Most Americans drive to work and high school students and college students often drive to school. Americans like travelling and they often drive [9]_____ distances through the country, especially during holidays to visit their friends and relatives. In recent decades, Americans have started to take greater [10]_____ of their health. They do some sport, eat healthier food, smoke less and drink less alcohol.

7. DEPEND
8. NECESSARY
9. LENGTH
10. CARELESS

Task 5 Read the text below about the system of government in the USA and fill in the correct missing prepositions. Follow the example.

The American system of government is based [0]*on* the principles established in the *Constitution*, written [1]_____ 1787, and in the *Bill of Rights*. The Constitution divides the powers of the government [2]_____three branches – the Executive Branch, the Legislative Branch and the Judicial Branch.

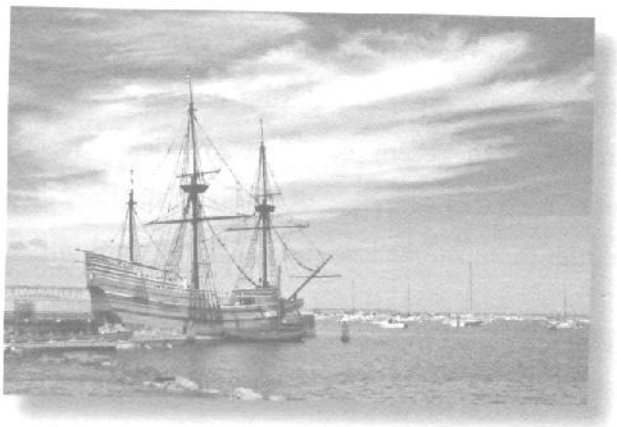
The Executive Branch is headed [3]_____the *President*. The President of the United States is chosen in a national election [4]_____ a term of four years and may only be re-elected once. As Head [5]_____ the Executive Branch, the President must recommend government programmes, to be enacted [6]_____ law by *Congress*. The President also appoints federal judges, ambassadors and government officials and assigns duties [7]_____ the elected *Vice President*.

The Legislative Branch, *Congress*, consists [8]_____ the *Senate* and the *House of Representatives*. Each Senator is elected for six years and each Representative for two years. Each [9]_____ the 50 states elects two Senators. A Senator must be [10]_____ 30 years old and have been an American citizen [11]_____ at least nine years. The House of Representatives has 435 members. A member must be at least 25 years old and he or she must have been an American citizen for at least seven years. Congress must approve bills [12]_____ they become law. The Senate alone ratifies treaties [13]_____ other nations.

The Judicial Branch is headed [14]_____ the *Supreme Court* which consists of the Chief Justice [15]_____ the United States and eight Associate Justices. The Supreme Court decides whether laws are constitutional.

☐ READING

Task 6 **Read the text The Early History of the USA and based on your reading answer the questions below. Then indicate the letter of the paragraph (A–H) in which you found the evidence for your answer.** 8



A	Although the American continent was probably discovered by Vikings around the year 1000 AD, they did not establish any permanent settlement. The existence of the American continent was not known in Europe until the voyage of *Columbus* in 1492. There were about 1 500 000 Native Americans at that time in the territory known today as the USA.
B	The first permanent English settlement in North America was established in 1607. More extensive colonisation began when the *Pilgrim Fathers* settled in Plymouth, New England, in 1620. Thousands of colonists then began to emigrate from Europe. Many of them were trying to escape religious or political persecution. The population was over two and a half million by the end of the century.
C	The first 13 colonies had been formed and were under British control. The colonies were mostly agricultural, especially in the South where tobacco and cotton plantations were worked on by African slaves. Gradually the colonies increased their powers of self-government and wanted to lessen their dependence on Britain. Britain's Parliament was not willing to let the colonies go their own way and so it passed a series of acts placing taxes on goods imported into the American colonies. The taxed goods included glass, paper and tea.
D	The result of these acts was growing unrest in the American colonies. One of the most famous events is the *Boston Tea Party* which occurred in December 1773. A group of Americans dressed themselves as Native Americans and threw bags of tea into the Boston Harbour to protest against the unfair taxes. It was one of the most significant events leading up to the *American Revolutionary War* against England.

E	The War began in 1775 and a year later colonial representatives declared independence from England. The *Declaration of Independence* is one of the most important documents for Americans. It was signed in 1776 by all 13 colonies. The most famous American general in the Revolutionary War was *George Washington* who later became the first President of the United States. The war ended in 1781, but it was not until 1783 that England officially recognised the independence of the United States of America.
F	The Constitution of the USA was signed and became effective in 1787. Many new settlers were coming from Europe and the frontier pushed further and further west. New states were set up and a sharp difference arose between the Southern part, which was mainly agricultural, using slaves to work on cotton fields, and the Northern part which was mainly industrial.
G	In 1861, the American Civil War broke out, in which the Southern states, organised as the *Confederate States of America* under President *Jefferson Davis* fought against the *Federal Union of the Northern States* under President *Abraham Lincoln*. Slavery was abolished by the Northern states. The *American Civil War* ended in 1865 with victory for the North. Slavery had been abolished in the North in 1863, and its abolition spread to the whole of the United States.
H	In the period which followed the war, the damage that had been done to the South was slowly repaired and industrialisation began. The West was open for mining, cattle ranching and grain production. The building of railways across the continent started and new settlements were established. The prosperity of the country rapidly increased. New immigrants from European countries continued to come to the USA.

1.	**Who were the main leaders mentioned in the text during the American Civil War?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
2.	**What was the message of the Boston Tea Party?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
3.	**Who is said to have discovered the American continent according to the text?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
4.	**What followed the American Civil War?** _____ *Which of the paragraphs (A–H) support your answer?* ☐

5.	**When was The United States of America officially recognised as an independent country?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
6.	**Who was the ruler of the American colonies in the 17th century?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
7.	**For what reasons did the first European colonists emigrate to the American continent?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
8.	**Which important events, according to the text, preceded the American Civil War?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
9.	**Why did the British increase taxes on imported goods from Europe?** _____ *Which of the paragraphs (A–H) support your answer?* ☐
10.	**When was the American continent discovered by the Europeans?** _____ *Which of the paragraphs (A–H) support your answer?* ☐

☐ REVIEW

Task 7

1. Explain the meaning of the following words in English.

immigrants – slaves – colonists – settlers – puritans

2. Who are/were these people living in America? What is their origin? What do you know about them? Find out about them on the Internet. Work in groups and then present what you have found.

- Native Americans
- African-Americans
- Hispanic or Latino Americans
- Pilgrim Fathers
- Amish People
- Yankees

☐ SPEAKING

A Simulation

Look at the photographs below. Describe the facets of the American life that they show. How do they differ from your lifestyle? Which do you like more? Why?











B Answer the following questions:

1. Why are "equality" and "freedom" connected so much with American values?
2. What is the role of the American president in national and international affairs?
3. Why is the United States so attractive for immigrants?

C Simulation

Imagine that you have applied to study as an exchange student at a high school in the USA and you will be placed in a wealthy African-American family. Would you accept this placement or would you ask to be placed in a different family? Explain your reasons.

D Role-play "CHIPS OR FRENCH FRIES"

You: You are a Slovak tourist and you speak quite bad American English. It's your first visit to America. You are in a fast food restaurant ordering chips for lunch (French fries being what you actually have in mind). You are shocked when the waitress serves you a bowl of chips instead of French fries. Explain what you originally had in mind and ask the waiter for French fries. The waiter is going to charge you for both meals. *Refuse* to pay and *try to solve* the problem.

Your partner: You are an American waitress working at a fast food restaurant. Your customer (obviously a foreigner in the USA for the first time) has ordered chips. After serving him chips, he explains that he actually wanted French fries. You want to charge him for both meals. However, your customer refuses to pay. Try to sort it out.

Note:

HRANOLKY:	chips (BrE), French fries (AmE)
ZEMIAKOVÉ LUPIENKY:	crisps (BrE), chips (AmE)

☐ WRITING an essay

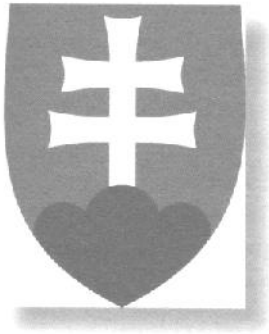
(písanie eseje)



Are Europeans Becoming Americanised?

American influence on Europeans is more powerful than we can imagine. Wearing jeans, drinking Coca-cola, going to McDonald's and speaking American English are common in European societies. Is there a danger of us adopting negative American traits and consequently losing our own cultural identity, values and beliefs? Write an essay (200–220 words) *giving your opinion* on the given topic.

30 SLOVAKIA – MY HOMELAND



Patriotism is your conviction that this country is superior to all other countries because you were born in it.

George Bernard Shaw

☐ VOCABULARY INPUT

Dealing with this topic you will come across the following vocabulary. Read it and look up the unknown words in your dictionary.

- **national symbols and other facts:** flag (three horizontal stripes: white, blue and red, state emblem on the left side – a silver double-cross on the central hill of three hills), coat of arms, seal, anthem, constitution, currency (Euro), the head of state (president), official language (Slovak)
- **location of Slovakia:** Central Europe, heart of Europe, borders with the Czech Republic, the Ukraine, Hungary, Poland and Austria; natural borders (the Moravia, the Danube, the Carpathians, the High Tatras)
- **history:** Great Moravian Empire (830–896), arrival of the Byzantine brothers Constantine and Methodius (863), Austrian-Hungarian Monarchy (10th century–1918), codification of the Slovak language by Ľ. Štúr (1843), the Czechoslovak Republic (1918), World War I./II., Slovak National Uprising (1944), Prague Spring, Velvet Revolution (fall of communism, restoration of democracy in 1989), establishment of the Slovak Republic (1993), accession of Slovakia to the European Union (2004)
- **towns and places to visit:**
  - capital (seat of government, parliament), large towns (galleries, museums, exhibitions, theatres, cinemas, cultural events, universities), small towns, villages, countryside, architecture, *skanzen* (open-air museum)
  - the High Tatras, the Low Tatras, the Little Fatras, the Great Fatras, Slovak Paradise (spectacular scenery, mountains, lowlands, highlands, valleys, fairy tale castles, caves, spa resorts, ski resorts, chateaux)
- **Slovak traditions and habits:** folklore, festivals, national costumes, Slovak cuisine, national dish, special Easter traditions with willow whips and pouring water, *Fašiangy* (Carnival, Pentecost)
- **stereotype of Slovak people:** patriotic, hospitable, amicable, family-oriented, generous, helpful, skilful, bright, modest, loud, money conscious, property protective, overcaring parents
- **membership of the European Union:** market economy, different lifestyle, job opportunities, new currency, multiculturalism, brain-drain, EU funded projects, regional development, education, trade, commerce, agriculture, industry (machinery, breweries, distilleries, ironworks, textile, chemical, mining), power plants
- **souvenirs:** dolls dressed in folk costumes, little figures and other items made from corn husks, ceramics (jars, vases) , crystal, *čipka* (lace), embroidery, *valaška* (decorated folk hatchet), Slovak flag
- **system of government:** legislative branch (Parliament – 150 members), executive branch (Government headed by the Prime Minister, the President – Commander in Chief), judicial branch (Constitutional Court, Supreme Court, regional and district courts)

☐ DISCUSSION QUESTIONS

Before reading the text, discuss the following questions in class.

1. Do you think Slovakia is an attractive tourist destination?
2. Which towns in Slovakia are definitely worth seeing?
3. Which places would you recommend to nature lovers to see?
4. Which national meals/drinks would you offer foreigners?
5. Which famous Slovak personalities do you think are good role models?
6. What is said about the Slovaks?
7. What needs to be done to make Slovakia more attractive for foreign tourists?
8. What are Slovakia's national symbols?
9. How would you translate the first verse of the Slovak national anthem into English?
10. Are you proud to be Slovak? Why?

☐ TEXT

Read the texts below in silence. Check the meaning of the words in bold and answer the questions below.

THE SLOVAK REPUBLIC AND ITS LOCATION

The Slovak Republic is an independent state situated in Central Europe that came into existence on January 1, 1993 after separating from the Czech Republic. To the west it **borders** by the Czech Republic, to the north by Poland, to the east by the Ukraine and to the south by Hungary and Austria. The borders are mostly natural, made by rivers (the Moravia, the Danube) and mountains (**the Carpathians**, the High Tatras). Slovakia is often called the "country in the heart of Europe". The geographical centre of Europe is situated on the Krahule hill not far from the **historic** town of Kremnica. It is a mostly mountainous country, **rich in** fauna and flora. It has much to offer to tourists who come here to see some of the most **spectacular scenery** in Europe, old towns and cities, **fairy tale castles, caves** and **spa resorts.**

1. Which countries is Slovakia bordered by?
2. Why is Slovakia called "the country in the heart of Europe"?

CRUCIAL HISTORIC EVENTS

Slovakia is attractive for foreign visitors also because of its history. Visitors can learn about the history of the *Great Moravian Empire* or the *Austrian-Hungarian Monarchy*. They also like to learn about its **recent** history, especially the ***Slovak National Uprising*** or the *Czechoslovak Socialist Republic*. They are also interested in the events of the *Prague Spring* or the so called ***Velvet Revolution*** of November 1989. Nowadays, they visit an independent country which is a member of the European Union. In May 2004, Slovakia became a member of the European Union together with other nine countries. The Slovak language became one of the **official** languages of the European Union. This **membership** has influenced the political and economic life of the country **considerably**. Slovak companies and institutions **participate in** various EU **funded** projects **concerning** the environment, regional development, education, **trade** and other **spheres**. Slovak students get involved in exchange programmes and study abroad. **Despite the fact** that several EU countries have **imposed** job **entry restrictions** on Slovaks, a lot of doctors, programmers, engineers, **researchers** and others have decided to work abroad.

3. Which historic events mentioned in the text above are remarkable for foreign visitors?
4. What opportunities emerged for Slovaks when their country joined the EU?

NATURAL SCENERY

There are many interesting places to visit in Slovakia. There are several national parks and **protected regions** (e.g. *the High Tatras, the Low Tatras, the Little Fatras, the Great Fatras,* ***Slovak Paradise*** and others). **The High Tatras** are situated in the north of Slovakia and create a natural border between Slovakia and Poland. The highest **peak**, *Gerlachovský Štít* (2 655 m), is situated in the middle of the whole **massif** and it is **visible from far and wide**. The eastern part of the High Tatras is dominated by the *Lomnický štít* peak (2 632 m) and the western part by the *Kriváň* peak (2 494 m). With its **natural beauties**, this area attracts many tourists **throughout** the year. The High Tatras are famous for their many **valleys** with mountain lakes which are largely the results of **glacial** activity. The most frequently visited lake is *Štrbské pleso* situated **at a height of** 1 355 metres. It **owes its popularity** not only to wonderful **views** of the **surrounding** mountain peaks but also to an excellent climate. For tourists interested in older architecture there is *Starý Smokovec*, one of the oldest **settlements** in the High Tatras. *The High Tatras National Park* is Slovakia's largest. *Slovak Paradise* is a romantic and **picturesque** region located in the northeast. There are numerous rock windows, caves and **roaring waterfalls** as well as **vast plains** with fascinating views of the area. *Dobšinská Ice Cave*, located in the western part of this valley, is the oldest ice cave in Europe. It is one of the most attractive places for tourists visiting Slovak Paradise.

5. What national parks are there in Slovakia?
6. In the text above, which places in the High Tatras are considered to be the most interesting ones?

OTHER INTERESTING PLACES AND TOWNS

Other places attractive for tourists include *Spiš Castle*, the largest **medieval** castle in Central Europe and *Vlkolínec*, a mountain village with typical folklore architecture. Both of them have been included in the *UNESCO* ***World Cultural Heritage List*** among other protected sites, such as *Banská Štiavnica, Bardejov, Ochtinská aragonitová jaskyňa* (Ochtinská Aragonit Cave), *Gombasecká jaskyňa* (Gombasecká Cave), etc. The capital of Slovakia, *Bratislava,* is the political, cultural and industrial centre of the country. The larger towns of Slovakia include *Košice, Prešov, Nitra, Žilina, Banská Bystrica, Trnava,* and *Martin.* The smaller towns and villages most frequently visited by tourists because of their rich cultural history and beautiful architecture include *Banská Štiavnica* (famous for mining), *Kremnica, Bardejov, Levoča* (with the largest wooden **altar** in the world made by Master Paul in the early 16th century), *Kežmarok* and *Žďiar.* Many smaller Slovak towns, e.g. *Bojnice, Zvolen, Trenčín, Oravský Podzámok, Spišská Nová Ves, Krásna Hôrka* and *Antol* are famous for their castles and **chateaux**.

7. Which places are included in the UNESCO World Cultural Heritage List?
8. What do Slovak cities and towns mentioned in the text above offer visiting tourists?

STEREOTYPING SLOVAKS (FEATURES, HABITS, NATIONAL ICONS)

The Slovaks are famous for being patriots, which means they have a positive **attitude** to their country. They are **proud of** their folklore tradition which is well-developed. In every region, there exist many folklore groups. Various traditions connected to **Easter** or Christmas are still kept, especially in the villages. There are many typical Slovak restaurants serving traditional Slovak **cuisine**. The most typical food is *bryndzové halušky* (**gnocchi** with sheep cheese) and typical alcoholic drinks include *borovička* (**juniper gin**), *slivovica* (plum brandy) and beer. There are also non-alcoholic drinks as well, for example *žinčica* (a kind of sour milk).

Typical souvenirs can be bought in specialised shops in every region in Slovakia. The most popular souvenirs are dolls dressed in folk costumes, little figures and other items made from **corn husks**, **ceramics (jars**, vases, **pitchers)**, crystal glass, **laced** and **embroidered** scarves and **tablecloths**, *valaška* (a decorated folk **hatchet**) and *fujara* (a folk instrument).

9. What are the Slovaks like according to the text above? Do you agree?
10. Which are the most popular Slovak souvenirs?

☐ VOCABULARY LIST

altar [ɔ:ltə(r)] – oltár
attitude – postoj
because of – kvôli
to border – hraničiť
cave [keɪv] – jaskyňa
ceramics [sə'ræmɪks] – keramika
chateaux [ʃætoʊ] – kaštieľ
to concern – týkať sa
considerably – značne
corn husk [kɔ:n hʌsk] – šúpolie
cuisine [kwɪ'zi:n] – národná kuchyňa, jedlá
despite the fact – napriek skutočnosti
Easter – Veľká noc
embroidered – vyšívaný
entry restriction [entrɪ rɪ'strɪkʃn] – obmedzenie vstupu
fairy tale castle – rozprávkový hrad
to fund – financovať
glacial [gleɪʃl] – ľadovcový
gnocchi [njɒkɪ] – halušky
hatchet [hætʃɪt] – sekerka
historic (event, building, monument, centre) – historický (významný, slávny, známy v histórii)
historical (film, novel, development) – historický (faktický, zdokumentovaný, existujúci v minulosti)
to impose – zaviesť
jar [dʒa:(r)] – džbán
juniper gin [dʒu:nɪpə(r)] – borovička
laced [leɪsd] – čipkovaný
massif – masív
medieval [medɪ'i:vl] – stredoveký
membership – členstvo
natural beauty – prírodná krása
official – úradný
to participate in – zúčastniť sa na
peak [pi:k] – štít
picturesque [pɪktʃə'resk] – malebný
pitcher [pɪtʃə(r)] – džbán
protected region – chránené územie
proud (of) – pyšný (na)
recent – nedávny
researcher – výskumník
rich (in) – bohatý (na)
roaring waterfall – hučiaci vodopád
settlement – osídlenie
Slovak National Uprising [ʌpraɪzɪŋ] – Slovenské národné povstanie
Slovak Paradise – Slovenský raj
spa resort – kúpeľné stredisko
spectacular scenery [si:nərɪ] – pôsobivá scenéria
sphere [sfi:ə(r)] – sféra, oblasť
surrounding – okolitý
tablecloth – obrus
the Carpathians – Karpaty
the High Tatras – Vysoké Tatry
throughout [θru:'aʊt] – cez, počas
trade – obchod
valley – údolie
vast plain [va:st pleɪn] – nekonečná, rozsiahla rovina
Velvet Revolution – Zamatová revolúcia
view – výhľad
World Heritage Cultural List – svetový zoznam kultúrneho dedičstva

at a height of – vo výške
to owe its popularity – vďačiť za svoju popularitu
visible from far and wide – viditeľný zo široka ďaleka

☐ VOCABULARY PRACTICE

Task 1 Odd one out. Circle the word which does not fit the others in each group.

Example:	territory	land	area	script
1.	inhabitant	prince	emperor	president
2.	cathedral	monument	monastery	church
3.	breweries	ironworks	fields	distilleries
4.	lakes	scenery	rivers	springs
5.	agriculture	economy	factory	industry
6.	gothic	baroque	rococo	medieval
7.	museum	gallery	tomb	exhibition
8.	seal	elections	flag	anthem
9.	established	founded	formed	disintegrated
10.	population	town	village	metropolis
11.	castles	spa resorts	caves	beer
12.	mountain	tradition	peak	hill
13.	spectacular	picturesque	fascinating	sightseeing
14.	songs	dances	costumes	patriots

Task 2 Read the following passage and fill in the missing articles A, AN, THE, or nothing (–).

The Slovak Republic is [1] _____ independent state situated in [2] _____ Central Europe. It is bordered to the west by [3] _____ Czech Republic, to the north by Poland, to the east by [4] _____ Ukraine, and to the south by Hungary and Austria. [5] _____ borders are mostly natural, made by [6] _____ rivers and mountains. [7] _____ most important rivers of [8] _____ Slovakia include [9] _____ Danube and [10] _____ Váh. In the course of [11] _____ 20th century, many dams were built to serve [12] _____ needs of hydro-electric power, the supply of water, agriculture, tourism and sports. There are [13] _____ beautiful mountain

lakes, many of which are of [14]_____ glacial origin. [15]_____ country is also rich in thermal springs which have [16]_____ long tradition in balneology and have been used in the healing of serious diseases for many centuries. The Slovak Republic is largely [17]_____ mountainous country. [18]_____ Little Carpathians provide excellent opportunities for inhabitants of [19]_____ capital and its surroundings to relax and enjoy the beautiful scenery there. With its natural beauty, this area attracts many tourists throughout [20]_____ year.

☐ LISTENING

Task 3 British Tourist I

You are going to hear an interview between a journalist and a foreign tourist. Decide whether the following statments are true (A)/false (B) or whether the information was not given (C). Listen to the recording twice.



1. **The tourist has some Slovak ancestors.**
   A (true) *B (false)* *C (not stated)*

2. **The tourist is from Manchester in England.**
   A (true) *B (false)* *C (not stated)*

3. **She first came to Slovakia at Easter three years ago.**
   A (true) *B (false)* *C (not stated)*

4. **She said that she doesn't know anyone else from Britain who has visited Slovakia.**
   A (true) *B (false)* *C (not stated)*

5. **She said that many people in Britain live in high rise flats.**
   A (true) *B (false)* *C (not stated)*

6. **In Britain, people normally grow flowers instead of vegetables in their gardens.**
   A (true) *B (false)* *C (not stated)*

7. **The tourist can speak Slovak quite well now.**
   A (true) *B (false)* *C (not stated)*

8. **She says that she hasn't been to Bratislava or Nitra.**
   A (true) *B (false)* *C (not stated)*

9. She has also visited Poland and Hungary.

A (true) *B (false)* *C (not stated)*

10. She says that she likes Slovak cuisine.

A (true) *B (false)* *C (not stated)*

Task 4 British Tourist II

You will now hear the second part of the interview. Fill in the missing information in the journalist's notes. Listen to the recording twice.

CD 2 Track 26

The tourist I spoke to had recently visited Orava castle. She was very impressed with the tour there. On each level of the castle there was different entertainment – falconry, a [1]_____ _____ **(2 words),** a weapons demonstration and some [2]_____ _____ **(2 words).** She said that castles in Britain are very different, but that they are very [3]_____ **(1 word)** and interesting. She said that Edinburgh castle in Scotland was her [4]_____ **(1 word).** It is worth visiting in [5]_____ **(1 word)** because there is a military tattoo. She also mentioned Windsor Castle. Queen Mary's [6]_____ _____ **(2 words)** is there, and the castle is set in beautiful [7]_____ **(1 word).**

☐ LANGUAGE IN USE

Task 5 Read the passage on the history of Slovakia. Underline the correct grammar forms of the verbs. Follow the example.

Human settlements [0]WERE FOUNDED/WERE FOUND on the territory of Slovakia a very long time ago. An imprint of a Neanderthal-type human skull [1]HAD BEEN FOUND/WAS FOUND in the travertine layers of Gánovce. Many early and late Stone Age settlements [2]HAVE BEEN DISCOVERED/WERE DISCOVERED in Slovakia. During the Bronze Age, the country was a crossroads for the Celtic and later Germanic tribes. It [3] AFFECTED/WAS AFFECTED by the expansion of the Roman Empire. Roman troops reached as far as Trenčín, as a carved inscription from 179 AD [4]FOUND/FOUNDED on the castle rock proves. Slavonic tribes [5]SETTLED/SETTLING in the Carpathian Valley

in the 5th and the 6th centuries. At the beginning of the 9th century, there [6]WAS/WERE two princedoms in the territory of the country. Two Byzantine missionaries, Constantine and Methodius, [7]CALLED/WERE CALLED to Great Moravia in 863. Their mission was enormously important for the people of the country as they created the Slavonic script and [8]BROUGHT/WERE BRINGING Christianity to the region. When the Great Moravian Empire disintegrated in the 10th century, the territory of Slovakia [9]BECAME/BECOME a part of an early feudal Hungarian state. In the 13th century, the country [10]HAD SUFFERED/SUFFERED during the Tartar invasion. The period which followed [11]WAS CHARACTERISED/CHARACTERISED by the rise of towns and great development in crafts and trade. New colonists [12]COME/CAME, mostly from Germany, and silver mines (Banská Štiavnica), copper mines (Banská Bystrica) and gold mines (Kremnica) appeared. The ideas of humanism started to spread in the second half of the 15th century. In 1467, the first university, Academia Istropolitana, [13]WAS ESTABLISHED/WAS BEING ESTABLISHED in Bratislava, but it existed only until about 1485. The Turkish invasion resulted in an occupation that lasted 150 years. During the 17th century, there [14]WAS/WERE frequent anti-feudal and anti-Habsburg uprisings in the area that is now Slovakia. In the revolutionary years 1848–49, Slovaks [15]STRUGGLED/STRUGGLING for the abolition of the feudal system and for national emancipation. The Austrian-Hungarian monarchy [16]CAME/HAS COME to an end in 1918 and the Czechoslovak Republic [17]WAS FORMED/WAS FORMING.

Task 6 Use the word in capitals to form a new word to fit into the gap in the same line. Follow the example.

Example: Slovakia is one of the smaller [0]*European* countries.	0. EUROPE
In the past, many people emigrated from the country. There have been several waves of [1]_____ :	1. EMIGRANT
In the 19th century, many people moved to Budapest and Vienna. At the [2]_____ of the 20th century, many left for the USA, Canada and the countries of South America (Argentina, Chile). In 1948 and 1968, others went to European [3]_____ ,	2. BEGIN 3. DEMOCRAT
the USA, Canada, Australia and South Africa. Today, people	

of [4]_____ nations and ethnic groups live in the [5]_____ of Slovakia. 85.7% of them are Slovaks. The [6]_____ minority, the Hungarians, live in the south of Slovakia. The [7]_____ of nations, ethnic groups and [8]_____ living in Slovakia contribute much to the [9]_____ of the country's culture. Slovakia has a long [10]_____ tradition. There are 15 churches and religious communities in all. The [11]_____ of religious people are Greek or Roman Catholics, others are Evangelists, Calvinists, Russian Orthodox and [12]_____ . 13 per cent of the country's [13]_____ is concentrated in the two biggest towns, Bratislava and Košice. The capital of Slovakia, Bratislava, has more than 450 000 [14]_____ . It is the [15]_____ , cultural and industrial [16]_____ of the country.

4. DIFFER
5. TERRITORIAL
6. LARGE
7. VARY
8. RELIGIOUS
9. RICH
10. CHRISTIANITY
11. MAJOR
12. JEW
13. POPULATED
14. INHABIT
15. POLITICS
16. CENTRAL

☐ READING

Task 7 Read the text about Slovak stereotypes. Which title would be most suitable for the text? ⟵8

A) What are Slovaks like?
B) What do Slovaks like?
C) What are common beliefs about Slovaks?
D) How do Slovaks present themselves in the world?
E) Do foreigners like Slovaks?

The English word "*stereotype*" resembles the Slovak word "*stereotyp*" which stands for something boring, permanent, unchangeable. Stereotypes are generalisations about a particular group of people usually based on nationality, race, gender or age. There are stereotypes which people hold of themselves and stereotypes which they have of other nationalities. These shared evaluations of the "Self" and the "Other" are not necessarily negative. The core of any stereotype, however, is the belief that all the characteristics possessed by a group can be applied to individual members as well. Then the stereotyping process itself is not only inaccurate but also unfair and harmful because it may lead to collective prejudice against other cultures. So, how do Slovaks perceive themselves and how are they perceived by other nations?

Many Slovaks believe that they are hospitable, sincere, hardworking and willing to help others. They are family-oriented people and admired for their skills and brightness. In contrast, foreigners often say that Slovaks underestimate themselves and present themselves as poor people. They appreciate the close relationship Slovaks have with their families. Slovak parents help their children a lot even when they grow up. In the past, it was common that children lived together with their parents even after they had grown up and had their own jobs. This was often due to financial considerations. These days, more and more young couples prefer living on their own to living with their parents.

Slovaks are generally considered to be industrious and skilful people. They can repair their cars themselves, or fix a leaking roof without taking DIY courses. They can decorate their flats and even more, they can build their houses themselves. Slovak women take good care of their families and do most domestic chores. Apart from that, the younger ones manage to make a career while the older ones find some time for knitting, sewing and embroidering. Slovaks living in the country grow vegetables and fruit in their gardens. They guard their property; they are separated by huge fences from their neighbours in order to neither see, nor be seen.

Slovaks have been traditionally stereotyped as hospitable. They treat their guests nicely and generously. They feed them well and may serve them with specialities, such as "*pirohy*" (which are little dumplings with different fillings), "*makové slíže*" (noodles with poppy seeds and sugar) and unforgettable "*lokše*" (potato pancakes). Slovak cuisine is generally quite rich. Meat is ubiquitous on any Slovak menu and can be fried, grilled as well as cooked in goulash. Pork is often stuffed with ham and cheese or served as chops. The most typical Slovak food is "*bryndzové halušky*" – potato pasta (gnocchi) topped with sheep cheese and fried bacon.

Though less beer-oriented than the Czechs, Slovaks like beer. *Zlatý Bažant* is the standard native brew, often cheap at local pubs while *Kelt*, another local beer, is a step up in both taste and price. Most of typical Czech beers are available at Slovak pubs and restaurants. *Staropramen, Pilsner Urquell, Gambrinus,* etc. – and they are perhaps among the finest beers in the world. And then there is *slivovica*. Don't say you haven't been warned. This potent concoction, available in a number of different varieties, can knock you flat. Be careful when buying *slivovica*. Never buy the cheap stuff. Quite often homemade Slivovica, especially in rural areas outside of the capital is the best.

Slovaks are also very patriotic. They keep their cultural traditions alive through their folklore. Traditional costumes are worn in some villages during some special events or at folklore festivals in *Myjava, Detva* or *Východná*. They vary from region to region –

there are over 60 different styles. Though the colours, materials and ornaments are very different, the overall costume is quite similar. Men wear a shirt and a waistcoat, trousers and a hat and in some regions a very dominant leather belt like *Janošík*, the Slovak national hero, wore. Women normally have a skirt with petticoats underneath and a blouse and waistcoat. One interesting thing is that only married women wear hats or headscarves. The material varies according to local conditions. For example, in the lowlands women's dresses are made of linen, but in the mountains they use heavier material due to the weather being colder there. Leather boots, or so called *"krpce"* (hand-made leather shoes), are also parts of the national costume. Slovak people like dancing, singing and playing musical instruments. The *"fujara"* (a shepherd's flute which is sometimes 2 metres long), *"cimbal"*(a kind of string instrument played by striking the strings with) and *"drumbľa"* (a small metal instrument played by mouth) are unique in Slovak folklore.

Task 8 For the following statements 1–7 choose the correct answer (A), (B), (C) or (D). There is only one correct answer.

1. **In the text above, the Slovaks are said to be ____ :**
   A) hospitable, intelligent and cruel
   B) friendly, poor and skilful
   C) hospitable, skilful and helpful
   D) career-oriented, courageous and patriotic

2. **According to the text above, Slovak national costume ____ :**
   A) is worn daily in Slovak villages
   B) differs a lot from region to region
   C) is seen only at folklore festivals
   D) is worn only by married women in some villages

3. **In the text above, young Slovaks used to ____ :**
   A) be dependent on their parents financially
   B) borrow some money from the bank to buy their own flats
   C) care about their parents when they became old
   D) build their houses with their parents

4. **Slovaks living in the country normally ____ :**
   A) grow fruit and vegetables in their gardens
   B) wear national costume
   C) make their own national costumes
   D) sell homemade *slivovica*

5. According to the text, it is recommended NOT to ____ :

A) buy standard quality Slovak beer
B) drink better quality Slovak beer
C) buy low-priced Slivovica
D) drink Czech beer

6. Cultural stereotypes are inaccurate because ____ :

A) they focus only on the negative qualities of other people
B) they provide a very limited basis for making judgements about other people
C) they are held only by foreigners
D) they are illegal

7. Saying that meat is "ubiquitous" means that ____ :

A) meat is found in all meals in Slovak cuisine
B) meat is prepared in different ways in Slovak cuisine
C) meat is not eaten much in Slovak cuisine
D) meat is a traditional meal in Slovak cuisine

Task 9 Test your KNOWLEDGE SKILLS about the capital city Bratislava. Read the text below and fill in the missing facts.

Bratislava, the capital of Slovakia, has a long history. It was originally called [1]_____ (**1 word**). It was important in Celtic and Roman times. Later, the Slavs and then the Avars settled in the area. In the [2]_____ (**1 word**) century, Bratislava became an important town of the Great Moravian Empire. In 1467, the first Slovak university, *Academia Istropolitana*, was established by [3]_____ _____ (**2 words**). From 1526 to 1784 Bratislava was the capital of Hungary. During that time, Hungarian kings and queens had their coronations there. There are around 300 historic palaces and buildings in the old town of Bratislava that are museums and galleries now. The greatest treasures of the country's ancient history, such as the Paleolithic Venus, gold Paleolithic jewellery, Celtic coins, silver Roman dishes and jewellery are in [4]_____ _____ (**2 words**). The castle is a typical symbol of the capital and its appearance resembles an upside-down table. The *Old Town Hall*, which is the oldest town hall in Slovakia, is also a [5]_____ (**1 word**) today. The largest palace in the town is *Primaciálny Palace*. It is a gallery presenting works by Flemish and Italian painters from the 16th to

18th centuries. *Pálffy's Palace* exhibits baroque paintings of central Europe and Slovak paintings from the 19th and the 20th centuries. The *Slovak National Gallery* is situated close to the river [6] _____ **(1 word)**. Inside the building, there are exhibitions of Slovak art from the 12th century up to the present day. *Michal Tower*, with its famous *Michal Gate* is the only preserved part of the town fortifications. There are hardly any visitors to Bratislava who do not pass through Michal Gate, which is the gate to the [7] _____ _____ **(2 words)** . The gate is divided into three arches through which Michael's Street runs. There is a superstition about this gate: a young lady who walks through the side-gates, not the main one, will never marry. The exhibition in Michal Tower provides visitors with descriptions of the battles which took place in Bratislava. Plans, arms and military kit of the time are displayed there. Bratislava is the residence of the Slovak [8] _____ **(1 word)**, the seat of national, political, economic, social and scientific bodies and institutions. It is also the seat of the country's government and parliament. Bratislava houses the most important university in Slovakia, [9] _____ _____ **(2 words)**. There are a number of universities in Bratislava, including the Slovak Technical University and the University of Economics. The *Slovak National Theatre* and a number of other theatres, (*Nová Scéna, Malá Scéna, Astorka, Korzo 90, Stoka...*) concert and exhibition halls and cinemas are also centres of the country's cultural life.

☐ REVIEW

Task 10 **The words in the box may be difficult to translate into English because they are strongly connected with Slovak culture. Choose three words from the list below and try to explain them using the sentence starters below. Let your classmates try to guess which word you are describing.**

Use sentence starters such as: It's the thing we use for..., It's when..., It's the place where..., It tastes like..., It looks like..., It reminds me of...

koliba – veľkonočná oblievačka – valaška – fujara – cimbal – skanzen – tvaroh – krpce – lokše – huspenina – fašiangy – drumbľa – parenica – oškvarky – tlačenka – knedľa – bryndza – krčma – klobása – žinčica

Task 11 Using information from the Internet prepare a poster presentation for any Slovak town/city/village which you think is attractive for foreign tourists. Follow this procedure:

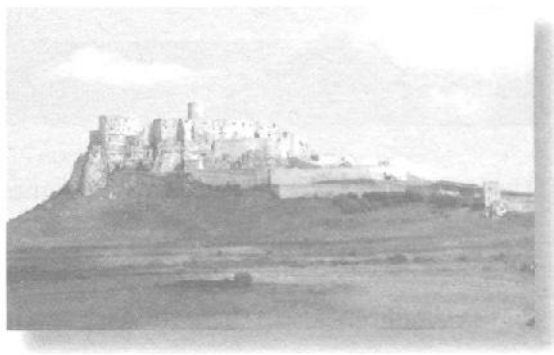
1. Decide which Slovak city/town/village you will promote.
2. Search for all information (size, population, geography, attractions...) necessary for your poster.
3. Design your poster. Draw it, add photographs, maps, pictures and use real objects to make your poster interesting for your classmates and foreign tourists.
4. Write some comments and recommendations connected with the places/sights shown on your poster.
5. Present your poster to your class and finally display it in the classroom on the wall.

☐ SPEAKING

A **Look at the pictures below. Say how you would introduce Slovakia through these pictures to foreigners who have never visited Slovakia before. Talk about the places seen in the pictures and explain what they are famous for. Which of these places would you recommend to nature lovers/history lovers/shopping lovers to visit? Why?**



A) Vlkolínec



B) Spiš Castle



C) Bratislava



D) Studenovodské Waterfalls



E) Bešeňová Thermal Spa



F) Slovak Paradise

B Answer the following questions:

1. Which Slovak films/fairy tales/cartoons best illustrate the mentality and lifestyle of Slovak people?
2. Which souvenirs would you buy to please your foreign friends?
3. Which traditional meals and drinks would you recommend foreigners to try?

C Simulation

How would you react if you heard foreigners saying the following about Slovaks?

1. Slovaks are hospitable, hardworking and willing to help others.
2. Slovaks underestimate themselves and lack self-esteem.
3. Slovak parents help their children too much when they grow up.

D Role-play "MAKING PLANS FOR THE WEEKEND"

You: You were going to spend a weekend in the Tatras skiing with your exchange classmate from Italy. However, there is not enough snow for skiing. Therefore, you need to change your plans. Call your Italian friend and make new arrangements. Do not cancel the trip. Just suggest some other activities in the same area. Make an alternative plan together.

Your partner: You are an Italian exchange student in Slovakia. Your classmate has invited you to spend a weekend in the Tatras skiing. Unfortunately, there is not enough snow for skiing. Your classmate will give you a ring and suggest some other activities for the weekend in the same area. Say which places in the Tatras you haven't been to yet and wish to see. Make an alternative plan together.

☐ WRITING an essay

(písanie eseje)



A group of photographers from different countries are coming for a five-day holiday to Slovakia. They know nothing about your country. You are their travel guide and need to plan their trip for them. Write an essay (200–220 words) in which you will:

- describe the country in general,
- describe the most interesting places,
- suggest activities that can be done there,
- recommend and describe Slovak cuisine.

16 PEOPLE AND SOCIETY

VOCABULARY PRACTICE

Task 1: *Guests:* 1, 5, 6, 8, 11, 13 *Hosts:* 2, 3, 4, 7, 9, 10, 12

Task 2: (Sample answers)

1. He should have come on time./He shouldn't have come late for the dinner.
2. He should have apologised for coming late.
3. He shouldn't have kissed Gina's mother and bowed to Gina's father.
4. He should/could have bought some gifts for Gina's parents.
5. He shouldn't have sipped the soup.
6. He shouldn't have refused to eat the meat./He could have eaten the meat.
7. He could have said politely that he didn't like the meat very much./He shouldn't have said that...
8. He shouldn't have asked three times for a glass of wine.
9. He shouldn't have spilt red wine on the white tablecloth./He could have been more careful and not to...
10. He shouldn't have made a phone call to his friend during dinner.
11. He might have started a discussion about the weather, not about politics.
12. He shouldn't have spoken with his mouth full. He could have spoken normally, not too loudly.
13. He could/should have offered to help clean the table up after dinner.
14. He could have left earlier.

LISTENING

Task 3: 1. B (false), 2. A (true), 3. C (not stated), 4. A (true), 5. B (false), 6. C (not stated), 7. A (true)

LANGUAGE IN USE

Task 4: 1. contribute, 2. speakers, 3. invitations, 4. achievements, 5. absence, 6. loss 7. behaviour, 8. adulthood, 9. freedom, 10. misunderstandings

Task 5: 1. getting, 2. whispering, 3. leave, 4. laying, 5. to switch, 6. tidy, 7. to tell, 8. to ignore

READING

Task 6 B:

1. age, family, politics, money, appearance, weight, sex, relationships, religion and crime (paragraph B)
2. to respect each other's cultures (paragraph A)
3. universal rules are not typical for certain cultures, but they reflect human rather than cultural behaviour: politeness, respect, gratitude, interest, etc. (paragraph C)
4. General and impersonal topics, such as the weather, sports, pets, films and nature (paragraph B)

5. the rules for proximity, physical contact and gestures during conversations differ in various cultures (paragraph B)
6. the knowledge of the rules, norms and manners specific for certain occasions and cultures (paragraph F)
7. flowers (for women) and chocolates are recommended, whereas alcohol as a gift is not advised (paragraph C)
8. For example: if a guest cannot eat some meals, it is polite to inform hosts in advance; cutlery should be used from the outside first; guests should not ask for more food unless it is offered by their hosts. (paragraph D)
9. Pieces of bread rolls should be torn, not bitten. Peas should be eaten squashed on the back of the fork. (paragraph D)
10. Conservative cultures would never accept transparent blouses, sleeveless T-shirts, shorts or miniskirts. (paragraph E)

Task 6: 1. F, 2. E, 3. C, 4. D, 5. B, 6. A

17 MASS MEDIA

VOCABULARY PRACTICE

Task 1: 1. radio, 2. television, 3. satellite, 4. Internet, 5. channel, 6. magazine, 7. newspaper, 8. tabloid, 9. report, 10. broadsheet

LISTENING

Task 3: 1. C, 2. C, 3. C, 4. D, 5. A, 6. D, 7. B

Task 4: 1. users, 2. access, 3. psychologists, 4. necessity, 5. potential, 6. attention, 7. content sites, 8. use, 9. wisely, 10. watch over

LANGUAGE IN USE

Task 5: 1. Competition, 2. viewers, 3. survive, 4. entertainment, 5. seriously, 6. formation, 7. discussions, 8. selectively, 9. Experimental, 10. beliefs

Task 6: 1. started, 2. was realised, 3. showed, 4. gave, 5. did not come, 6. has begun, 7. allow, 8. are changing, 9. convert, 10. will develop

READING

Task 7: A

Task 8: 1. A, 2. B, 3. C, 4. C, 5. B, 6. A, 7. C, 8. A, 9. C, 10. B

Task 9: 1. B, 2. A, 3. D, 4. C, 5. F extra: E, G, H

Task 10: 1. B (false), 2. A (true), 3. B (false), 4. C (not stated), 5. B (false), 6. B (false), 7. B (false), 8. C (not stated), 9. B (false), 10. C (not stated)

REVIEW

Task 12: 1. The Times: a British quality paper (broadsheet), 2. Daily Mirror: a popular British paper (tabloid), 3. The Washington Post: an American daily quality paper, 4. Cosmopolitan:

international magazine for women (the USA), 5. Reader's Digest: a general interest family magazine (the USA)

18 THE YOUNG AND THEIR WORLD

VOCABULARY PRACTICE

Task 2: 1. through, 2. under, 3. for, 4. with, 5 in, 6 for, 7. on, 8. with, 9. on, 10. in, 11. from, 12. to, 13. up, 14. about, 15. against, 16. up, 17. on, 18 with, 19. on, 20. out

LISTENING

Task 4: D

Task 5: 1 C, 2 B, 3 C, 4 A, 5 A, 6 B, 7 D

LANGUAGE IN USE

Task 6: 1. confident, 2. differs, 3. true, 4. lucky, 5. aggressive, 6. explain, 7. pregnancy, 8. crime, 9. loss, 10. expectation(s)

Task 7: 1. B, 2. D, 3. C, 4. D, 5. A, 6. A, 7. B, 8. A, 9. B, 10. C, 11. D, 12. A, 13. A, 14. B, 15. A, 16. C, 17. B, 18. B, 19. C, 20. A

READING

Task 8: E

Task 9: 1. C, 2. B, 3. B, 4. C, 5. A, 6. C, 7. B, 8. B, 9. B, 10. A

19 FASHION

VOCABULARY PRACTICE

Task 1: 1. outfit, 2. airy, 3. tie, 4. costume, 5. scarf, 6. handbag, 7. bathing suit, 8. nylon

Task 2: 1. bermuda shorts, 2. low-heeled shoes, 3. fashion designers, 4. swimming costume, 5. dressing gown, 6. bow tie, 7. brand name, 8. polo neck, 9. airy material, 10. long sleeves

Task 3: 1. c, 2. e, 3. d, 4. a, 5. b, 6. f

LISTENING

Task 4: 1. A (true), 2. B (false), 3. B (false), 4. C (not stated), 5. B (false), 6. A (true)

LANGUAGE IN USE

Task 5: 1. sold, 2. were worn, 3. having/had, 4. had their dress made, 5. to go, 6. charged, 7. sewed, 8. hadn't taken, 9. spent, 10. had tried, 11. could, 12. she was knitting/(while) knitting, 13. were 14. would have embroidered, 15. prefers, 16. doing

Task 6: 1. concern, 2. combinations, 3. freedom, 4. mood, 5. styles, 6. appearance, 7. different, 8. care, 9. designers, 10. interested, 11. taste, 12. afford, 13. imitations

READING

Task 7: 1. A, 2. D, 3. D, 4. C, 5. B, 6. C, 7. D

REVIEW

Task 8: A. jumper *pulóver, obyčajne bez gombíkov,* B. sweatshirt *mikina, tepláková bunda* C. polo-neck *rolák,* D. cardigan *pletený bavlnený sveter vpredu na zapínanie alebo na zips,* E. hoodie *pulóver s kapucňou a dvoma vreckami na ruky*

Task 9: *Compliments:* 1, 2, 6, 7 *Criticism:* 3, 4, 5

20 HOBBIES, LEISURE AND LIFESTYLE

LISTENING

Task 4: 1 E, 2 F, 3 D, 4 B *Extra hobbies: A, C*

Task 5: 1. B, 2. A, 3. D, 4. B, 5. C

LANGUAGE IN USE

Task 6: 1. the, 2. are/were, 3. where, 4. they, 5. by, 6. played, 7. were, 8. of, 9. new, 10. who, 11. be, 12. but, 13. a, 14. their, 15. words, 16. worth, 17. be, 18. once, 19. the, 20. an

Task 7: 1. haven't seen, 2. walking, 3. don't have, 4. woke up, 5. Had he run...?, 6. Are you joking, 7. were sleeping, 8. had kept, 9. have decided, 10. Are you going to buy...?, 11. have already agreed, 12. will meet

READING

Task 8: 1. true, paragraph B, 2. false, paragraph E, 3. false, paragraphs D, E 4. true, paragraph D, 5. true, paragraph F, 6. true, paragraph G, 7. true, paragraph B

21 TRAVELLING

LISTENING

Task 5: 1. B, 2. A, 3. A, 4. C, 5. A

Task 6: 1. A (true), 2. B (false), 3. A (true), 4. A (true), 5. B (false), 6. A (true), 7. C (not stated), 8. B (false), 9. B (false), 10. C (not stated)

LANGUAGE IN USE

Task 7: 1. A, 2. B, 3. A, 4. D, 5. C, 6. B, 7. C, 8. D, 9. C, 10. A, 11. B, 12. A, 13. B, 14. A, 15. B, 16. B, 17. A, 18. B, 19. C, 20. D

Task 8: 1. arrived, 2. was feeling, felt 3. had not flown, 4. took off, 5. refused, 6. talked/were talking, 7. said, 8. are you doing, 9. I have been watching, 10. are getting

READING

Task 10: 1. G, 2. F, 3. B, 4. J, 5. D, 6. A, 7. C 8. I *Extra:* F, H

22 TOWNS AND PLACES

TEXT WASHINGTON

1. Arlington National Cemetery, 2. the Capitol, 3. the White House, 4. the Washington Monument, 5. the Pentagon, 6. the Lincoln Memorial

VOCABULARY PRACTICE

Task 1: 1. town, 2. city, 3. global city, 4. megacity, 5. suburb, 6. village, 7. hamlet
Task 2: 1. a, 2. e, 3. i, 4. h, 5. f, 6. d, 7. c, 8. b

LANGUAGE IN USE

Task 4:

Dear Karla,

Thanks a lot for that lovely postcard from South Africa. It seems that you really enjoyed your holidays. I am staying now in London at my brother's flat. He is working here as a guide for Slovak tourists. Yesterday he took me to see Central London. I was really impressed.

It consists of three main areas. The City is the oldest part with the Tower on the north bank of the River Thames. Did you know that in the past, the Tower was a prison? Many famous people in English history were imprisoned and put to death there. Now, the Tower is a National Museum of Arms. It is also the place where the crown jewels are kept.

I also saw Tower Bridge. About 20 minutes walk from the Tower there is another historic building, St. Paul's Cathedral, the greatest of English churches. It was built by the famous English architect, Sir Christopher Wren. Wellington, Nelson and other great British figures are buried in St. Paul's Cathedral.

Tomorrow, we are going to see Buckingham Palace, which is the British royal family's residence in London. If we are lucky, we will see the Changing of the Guards. I cannot wait till tomorrow.

So, that is all for now. I will write more when I am at home.

Love,

Antonia.

READING

Task 6: 1. false, paragraph A, 2. false, paragraph B, 3. true, paragraph B, 4. true, paragraph C, 5. true, paragraph C, 6. false, paragraph D, 7. false, paragraph B, 8. true, paragraph G, 9. true, paragraph G, 10. true, paragraph H

23 MULTICULTURAL SOCIETY AND INTERNATIONAL INSTITUTIONS

VOCABULARY PRACTICE

Task 2: I went on holiday to *Germany* last year where I met some really interesting people. The first one was Mario: He was an *Italian* but we spoke *English* together. He was really intelligent and could speak *Hungarian* and *Spanish*, but he didn't know any *Slovak*. My other great friend there was Isabelle. She was *French*, but her mother was *Polish* so she could understand most of what I said. The three of us had a great time. We went to see a *Russian* film and then had a *Greek* meal. We're hoping to meet again next year in *Holland/the Netherlands* or maybe *Ireland*.

LISTENING

Task 3: 1. P, 2. C, 3. P, 4. C, 5. M, 6. C, 7. M, 8. M

Task 4: 1. A (true), 2. B (false), 3. A (true), 4. B (false), 5. C (not stated), 6. B (false), 7. B (false), 8. C (not stated)

LANGUAGE IN USE

Task 5: 1. society, 2. sovereignty, 3. prefer, 4. national, 5. assimilation, 6. diversity, 7. adaptation, 8. religion, 9. isolation, 10. violence, 11. frustration, 12. unemployment, 13. poor, 14. unfortunately, 15. terrorist

READING

Task 6: 1. B, 2. C, 3. C, 4. A, 5. C, 6. C

Task 8: 1. A, 2. F, 3. I, 4. B, 5. E, 6. G, 7. C *Extra:* D, H

KNOWLEDGE QUIZ

Task 10: 1. May 9th 2. 12 gold stars 3. Beethoven's Ode to Joy 4. All the languages of the EU states. 5. did not accept 6. Brussels, Belgium 7. against an EU institution 8. They are elected directly by the citizens of each country. 9. in 1949 10. in Bosnia, Yugoslavia and Kosovo

Task 12: 1. b, 2. c, 3. a, 4. c, 5. b, 6. a, 7. b, 8. a, 9. a, 10. c

24 PUBLIC HOLIDAYS

VOCABULARY PRACTICE

Task 1: a) Valentine's Day, b) Easter, c) Independence Day, d) Thanksgiving Day, e) Christmas, f) St. Patrick's Day, g) Boxing Day, h) New Year's Eve

Task 2: a) New Year's Day, b) St. Patrick's Day, c) Independence Day, d) Halloween, e) Christmas Eve, f) Christmas Day, g) Boxing Day, h) New Year's Eve

LISTENING

Task 3: 1. skeletons, 2. fortune, 3. themselves, 4. treats, 5. origin, 6. calendar, 7. belief, 8. animal heads, 9. bonfires, 10. emigrants

Task 4: A) Christmas pudding, B) Christmas crackers, C) mistletoe, D) ivy, E) holly

Task 5: 1. holly, 2. Christmas crackers, 3. Christmas pudding, 4. mistletoe, 5. ivy

LANGUAGE IN USE

Task 6: 1. was, 2. went, 3. was waiting, 4. decorated, 5. was sitting, 6. were prepared, 7. explained, 8. opens, 9. come, 10. prefer

Task 7: 1. meaning, 2. spirit, 3. peaceful, 4. friends, 5. different, 6. difficult, 7. advertisements/adverts/ads, 8. suggestions, 9. decorations, 10. high, 11. care, 12. alternative, 13. crowds, 14. special, 15. frosty

READING

Task 8: 1. B, 2. A, 3. D, 4. C, 5. A, 6. A, 7. D, 8. A, 9. D

Task 9: 1. E, 2. D, 3. G, 4. C, 5. F, 6. B, 7. I, 8. h *Extra:* A, J

REVIEW

Task 10:

a) New Year's Eve	odd one out: Christmas crackers
b) Easter	odd one out: turkey
c) Independence Day	odd one out: Puritans
d) Thanksgiving Day	odd one out: carol
e) St. Patrick's Day	odd one out: fasting
f) Christmas	odd one out: bonfires

25 CRIME AND JUSTICE

VOCABULARY PRACTICE

Task 1: 1. briber (ten čo upláca), 2. smuggler (pašerák), 3. blackmailer (vydierač), 4. rapist (násilník – sexuálny), 5. pickpocket (vreckový zlodej), 6. drug pusher (drogový díler), 7. forger (falšovateľ), 8. burglar (vlámač), 9. shoplifter (zlodej v obchode), 10. terrorist (terorista), 11. kidnapper (únosca), 12. vandal (vandal), 13. mugger (lupič: na ulici), 14. hijacker (únosca lietadla), 15. thief (zlodej)

Task 2: 1. drug pushing, 2. rape, 3. arson, 4. smuggling, 5. joyride, 6. kidnapping 7. vandalism 8. fraud 9. shoplifting 10. mugging 11. burglary 12. bank robbery

LISTENING

Task 3: SPEAKER 1: E, SPEAKER 2: D, SPEAKER 3: A, SPEAKER 4: F *Extra:* B, C

Task 4: 1. petrol station, 2. running, 3. attendant, 4. petrol, 5. caught, 6. tempting, 7. alarm system, 8. Locking devices

LANGUAGE IN USE

Task 5: 1. murderers, 2. terrorism, 3. dramatic, 4. Iranian, 5. violent, 6. muggings, 7. rapists, 8. burglars, 9. serious, 10. major

Task 6: 1. were, 2. did not notice, 3. were standing, 4. had not used, 5. was happening, 6. had, 7. were, 8. arrived, 9. were waiting, 10. would have

READING

Task 7: 1. one year, 2. John Dillinger's, 3. in the 30s, 4. to praise the V8 engines, 5. they were shot

REVIEW

Task 9: a) spáchať zločin, b) obviniť niekoho zo zločinu, c) priznať vinu/popierať vinu, d) obhajovať niekoho na súde, e) vyhlásiť rozsudok o obvinenej osobe, f) odsúdiť niekoho udaním trestu, g) pokutovať niekoho sumou peňazí, h) poslať niekoho do väzby, i) prepustiť niekoho z väzby, j) žalovať niekoho pre ublíženie na zdraví

26 READING BOOKS

VOCABULARY PRACTICE

Task 1: 1. fairy tales, 2. science fiction, 3. detective stories, 4. biographies, 5. travel books, 6. comic books

Task 2: 1. tragedy, W. Shakespeare, 2. novel, E. Hemingway, 3. novel, Dan Brown, 4. novel, J. D. Salinger, 5. tragedy, W. Shakespeare, 6. comedy, G. B. Shaw, 7. allegory, G. Orwel 8. novel of manners, J. Austen, 9. poem, A. E. Poe, 10. absurd drama, S. Beckett

Task 3: 1. A Farewell to Arms, 2. Hamlet, 3. The Catcher in the Rye, 4. The Da Vinci Code, 5. Romeo and Juliet

Task 5: 1. poem – poet, 2. novel – novelist, novel writer, 3. short story – short story writer, 4. drama – dramatist, playwright, 5. satire – satirist, 6. autobiography – autobiographer

Task 6: 1. adventure – adventurous, 2. legend – legendary, 3. history – historic/al, 4. fiction – fictional, 5. narration – narrative, 6. literature – literary, 7. tragedy – tragic, 8. humour – humorous, 9. myth – mythological/mythic, 10. religion – religious, 11. allegory – allegorical, 12. satire – satirical, 13. irony – ironic, 14. criticism – critical

LISTENING

Task 7: 1. A, 2. B, 3. C, 4. A, 5. B, 6. D, 7. A

Task 8A: Harry Potter

Task 8B: 1. B (false), 2. C (not stated), 3. A (true), 4. A (true), 5. B (false), 6. B (false), 7. B (false)

LANGUAGE IN USE

Task 9: 1. famous, 2. frightening, 3. imagination, 4. Wild, 5. excellence, 6. American, 7. virtual, 8. appropriate, 9. adventurous, 10. exists

Task 10: 1. was required, 2. kissed, 3. contain, 4. had ever dropped, 5. had ever kissed, 6. kissing, 7. remember, 8. were having, 9. eating, 10. forgets

READING

Task 11: 1. Fitzgerald, 2. Salinger, 3. Hemingway, 4. Hemingway, Steinbeck, 5. Hemingway, Steinbeck, 6. Allen Ginsberg , William Burroughs, Jack Kerouac, 7. Hemingway, Steinbeck, 8. Fitzgerald, Salinger, Hemingway, 9. The Beat Generation: Allen Ginsberg, William Burroughs, Jack Kerouac, 10. Steinbeck

REVIEW

Task 13: 1. William Shakespeare, 2. Daniel Defoe, 3. George Gordon Byron, 4. Percy Bysshe Shelley, 5. Charles Dickens, 6. Charlotte Brontë, 7. Oscar Wilde, 8. David Herbert Lawrence, 9. Virginia Wolf, 10. Aldous Huxley, 11. Herman Melville, 12. Mark Twain, 13. Jack London, 14. Theodore Dreiser, 15. Francis Scott Fitzgerald, 16. Ernest Hemingway, 17. John Steinbeck, 18. Eugene O'Neill, 19. Tennessee Williams, 20. Kurt Vonnegut Jr.

27 IDOLS, CELEBRITIES AND FAMOUS PERSONALITIES

VOCABULARY PRACTICE:

Task 2: 1. politician, 2. composer/musician, 3. sportsman/sportswoman, 4. scientist, 5. painter, 6. singer, 7. conductor, 8. inventor, 9. fire fighter/fireman, 10. volunteer

LISTENING

Task 3: 1. B (false), 2. B (false), 3. B (false), 4. C (not stated), 5. B (false), 6. C (not stated), 7. B (false)

Task 4: 1. friends, 2. university, 3. gift, 4. professionally, 5. saxophone, 6. generous, 7. effort, 8. lucky

LANGUAGE IN USE

Task 5: 1. Italian, 2. Facial, 3. birth, 4. child, 5. difficult, 6. behaviour, 7. interested, 8. variety, 9. actor, 10. successful, 11. fame, 12. unforgettable, 13. bloodiest, 14. major
Name of the actor: Silvester Stallone

Task 6: 1. battled/had battled, 2. seeming, 3. looked, 4. would win, 5. occurred, 6. was waiting, 7. would win, 8. became, 9. gained, 10. is calculated/was calculated, 11. will be, 12. waiting

READING

Task 7A: d

Task 7B: 1. true, paragraph A, 2. false, paragraph B, 3. true, paragraph D, 4. false, paragraph B, 5. false, paragraph C, 6. false, paragraph A, 7. true, paragraph D

Task 8: 1. Samuel L Jackson, 2. Jules in Pulp Fiction, 3. Harvey Keitel, 4. Samuel L. Jackson & Harvey Keitel, 5. Whoopi Goldberg, 6. Mrs. Doubtfire

REVIEW

Task 9: 1. idol, 2. to idealise/idolise, 3. resemblance, 4. resembling, 5. courageous, 6. to encourage, 7. challenge, 8. to challenge, 9. criticism, critic , 10. critical, 11. identical, 12. to identify, 13. uniqueness, 14. –, 15. behaviour, 16. well/badly behaved/behaving, 17. fictional, 18. –, 19. adoration, 20. to adore, 21. popular, 22. to popularise, 23. respect, 24. respectful/respected/respectable

Task 10: 1. George Washington, 2. Abraham Lincoln, 3. John Fitzgerald Kennedy, 4. Ronald Reagan, 5. Bill Clinton, 6. George Bush Jr., 7. Barack Obama

Task 11: 1. J. F. Kennedy, 2. G. Bush, 3. Sir Winston Churchill, 4. because of her strict policies, 5. Thriller, 6. 44th president, 7. John Lennon and Ringo Starr, 8. Norma Jeane Baker, 9. 1955 , 10. 13 year old, 11. Neil Alden Armstrong, 12. American, 13. Victoria, 14. George VI., 15. R. Reagan

28 THE UNITED KINGDOM

VOCABULARY PRACTICE

Task 2: 1. England (rose – The Wars of the Roses: between the royal houses of the Lancasters, who had the emblem of a red rose, and the Yorks who had the emblem of a white rose), 2. Scotland (a symbol of defence), 3. Wales (introduced by St. David), 4. Northern Ireland (but also the Republic of Ireland, introduced by St. Patrick who by using the three-leafed shamrock explained how the Father, the Son and the Holy Spirit could all exist as separate elements of the same entity)

Task 3: Black Taxi, Foot Guard, Pint of Beer, St.Paul's Cathedral, Big Ben, Policeman, the Tower of London, the London Eye, the Royal Coat of Arms, Buckingham Palace, Life Guard, Double Decker Bus, Tower Bridge, Union Jack/Union Flag

LISTENING

Task 4: a) NM, b) speaker 2, c) speaker 1, d) speaker 2, e) speaker 3, f) NM, g) speaker 2, h) NM

LANGUAGE IN USE

Task 5: 1. for, 2. not, 3. bowl, 4. hand, 5. shake, 6. to, 7. fond, 8. on, 9. most, 10. spend, 11. than, 12. has, 13. share, 14. their, 15. Those, 16. on, 17. until, 18. more/extra, 19. out, 20. than

Task 6: 1. loss, 2. face, 3. unemployment, 4. economy, 5. education, 6. leadership, 7. competitive, 8. payments, 9. poor, 10. power, 11. Kingdom, 12. finance, 13. tie, 14. member

READING

Task 7: 1. B, paragraph F/H, 2. A, paragraph H, 3. A, paragraph G, 4. A, paragraph E/H, 5. B, paragraph A, 6. B, paragraph C/G, 7. B, paragraph A, 8. A, paragraph D/F, 9. A, paragraph A/B/C, 10. B, paragraph G/H

Task 8:

	Official Name (in English)	The United Kingdom of Great Britain and Northern Ireland	The Slovak Republic	The United States of America	The Republic of Ireland
Area (km²)		244,000	49,000	9,373,000	70,300
Population		59 million	5.5 million	311 million	4.5 million
Government	Head	Monarch	President	President	Taoiseach
	Upper Chamber	House of Lords	–	Senate	Seanad
	Members	1 000 +	–	100	60
	Lower Chamber	House of Commons	National Council	House of Representatives	Dáil
	Members	659	150	435	166
	Voting System	First past the post	PR	First past the post	PR

INTERNET SURVEY

Task 10: 1. (Official language of Wales is English.), 5. (The English currency is the pound.), 6. (Queen Elizabeth has little political power in the UK.), 8. (Scotland has its own legal and educational system.)

29 THE USA

VOCABULARY PRACTICE

Task 2: 1. Mount Rushmore National Memorial in the Black Hills, South Dakota, 2. The Statue of Liberty on Liberty Island, NYC, 3. Canyon National Park, Utah, 4. The White House in Washington, 5. Golden Gate, San Francisco, 6. Manhattan NYC, 7. Niagara Falls USA, 8. Key West beaches, Florida, 9. Disneyland, California, 10. Harvard University, Massachusetts

LISTENING

Task 3: 1. C, 2. C, 3. A, 4. A, 5. B, 6. C

LANGUAGE IN USE:

Task 4: 1. influence, 2. enjoy, 3. luxurious, 4. high, 5. value, 6. unusual, 7. independence, 8. necessity, 9. long, 10. care

Task 5: 1. in, 2. into, 3. by, 4. for, 5. of, 6. into, 7. to, 8. of, 9. of, 10. over, 11. for, 12. before, 13. with, 14. by, 15. of

READING

Task 6: 1. President Jefferson Davis and President Abraham Lincoln (G), 2. Americans protested against unfair taxes set up by England (D), 3. Vikings (A), 4. industrialisation, building of railways, new waves of European immigrants (H), 5. 1783 (F), 6. the British (C), 7. religious and political reasons (B), 8. gaining the independence from Britain in 1783 and signing up the Constitution in 1787 (F), 9. the British wanted to govern 13 colonies which were becoming more and more independent (C), 10. in 1492 (B)

30 SLOVAKIA – MY HOMELAND

VOCABULARY PRACTICE

Task 1: 1. inhabitant, 2. monument, 3. fields, 4. scenery, 5. factory, 6. medieval, 7. tomb, 8. elections, 9. disintegrated, 10. population, 11. beer, 12. tradition, 13. sightseeing, 14. patriots

Task 2: 1. an, 2. –, 3. the, 4. the, 5. the, 6. –, 7. the, 8. –, 9. the, 10. the, 11. the, 12. the, 13. –, 14. –, 15. the, 16. a, 17. a, 18. The, 19. the, 20. the

LISTENING

Task 3: 1. C (not stated), 2. A (true), 3. B (false), 4. A (true), 5. B (false), 6. A (true), 7. B (false), 8. B (false), 9. A (true), 10. C (not stated)

Task 4: 1. theatre performance, 2. classical music, 3. beautiful, 4. favourite, 5. August, 6. doll's house, 7. countryside

LANGUAGE IN USE

Task 5: 1. was found, 2. have been discovered, 3. was affected, 4. found, 5. settled, 6. were, 7. were called, 8. brought, 9. became, 10. suffered, 11. was characterised, 12. cam, 13. was established, 14. were, 15. struggled, 16. came, 17. was formed

Task 6: 1. emigration, 2. beginning, 3. democracies, 4. different, 5. territory, 6. largest, 7. variety, 8. religions, 9. richness, 10. Christian, 11. majority, 12. Jews, 13. population, 14. inhabitants, 15. political, 16. centre

READING

Task 7: C

Task 8: 1. C, 2. B, 3. A, 4. A, 5. C, 6. B, 7. A

Task 9: 1. Pressburg, 2. 9th, 3. Matej Korvín, 4. Bratislava Castle, 5. museum, 6. Danube, 7. Old Town, 8. President, 9. Comenius University

TAPESCRIPTS

16 PEOPLE AND SOCIETY

Task 3/CD 2: Track 2: Volunteer Social Worker

Journalist: Hello, Andy, how have you been?
Andy: Hello. I've been fine.

Journalist: Andy, you are a very special person in many people's lives. You have given hope to those who have been neglected, forgotten and ignored. Tell us what you do.
Andy: Well, it's a bit complicated. Actually I've got two jobs: during the day I'm a primary school teacher and in the evenings I work as a volunteer, as a kind of social worker.

Journalist: Could you tell us more about it? What does your work as a social worker involve?
Andy: Right. I work for an organisation which assists people who desperately need it. People, who are on the edge of society. People without homes, with drug problems, with disabilities or with serious illnesses, for example. What we do is... like... we help them in the place where they live... First of all we show an interest and give them a hand by talking to them and finding out what they lack.

Journalist: Andy, I know that you are particularly involved in caring for the homeless, people who have simply lost everything.
Andy: That's right. The homeless lack not only material or financial support, they also lack human contact. My colleagues and I search for them in the streets and offer them food and warm drinks and help them with medical care. Sometimes we bring them clothes, advise them on where to go to sleep safely at night or find shelter or have a shower for free and so on.

Journalist: Are your activities accepted by the homeless? Do they cooperate?
Andy: Most of them do. However, there are some who have already given up on life and are ready to die in the streets.

Journalist: Why do you do this job?
Andy: Uhm... I find it important and fulfilling. Nowadays, people care just about themselves, they have "sick" priorities. They are selfish and uncaring. What will they do with all their property, savings and career? I think their lives are empty. I feel that I do something important for other people. It makes me happy...

Journalist: Andy, thank you very much and we wish you the best of luck.
Andy: Thank you.

17 MASS MEDIA

Task 3/CD 2: Track 3: What is it like to be a journalist?

Hi, my name is Martin and I'm a reporter for the Slovak Patriot. It is basically a weekly English language magazine which informs its readers about Slovakia in English. I write columns which usually cover what is happening in Slovakia.
And this is what my typical day looks like, what I usually do. I wake up at about 6 a.m. I start my day having a cup of coffee and checking my e-mails. Then, I switch on the television and watch the news. Then, I go out to walk my dog. On the way, I always stop by at the newsagents and get a bunch of newspapers, maybe 4 or 5 newspapers. Then, I read them on the way to work on the tram. When I get to work, I'm given an assignment to write. For example, today I'm writing about Slovakia's next elections.
Well, why did I become a journalist? Actually, my grandfather was a journalist. And I always liked to read and write. When I was at secondary grammar school, I was in charge of our school magazine. Then, I started to study journalism at university and worked part time as a proof-reader for the local newspaper. My real career started four years ago when I became the editor of a broadsheet. Last year I was offered a job as a columnist for the Slovak Patriot which I find much more interesting. I mean I go out a lot, talk to people and discuss the issues which bother them most. I am definitely addicted to my job.
If you want to be a good journalist, you have to be very sociable because you are hanging out with people all the time. Of course, you should be a good listener and be ready to ask questions which are often annoying for many people but you know if you want to have a good story you do it with a few tricks and a pinch of empathy. You should also be objective, especially when writing your articles. *(Adapted from http://video.about.com/careerplanning/Day-in-the-Life--Journalist.htm)*

Task 4/CD 2: Track 4: The Internet – Friend or Foe?

In the past decade, the number of Internet users has grown enormously. Internet-connected computers are widely available and within the reach of even small children, who spend their spare time playing on them. However, psychologists believe this phenomenon has both advantages and disadvantages.
In the present world, the Internet has become a necessity: we use it at work and also in our free time. It can certainly help us carry out our work duties, such as communicating with customers, ordering material, finding information we need, etc. After work we use the Internet to keep in touch with our families or possibly to make new friends. In addition it can help us greatly in increasing our knowledge of the world around us.
On the other hand, the Internet can be a dangerous place if used without restraints. Many parents do not pay attention to their children, believing there is no danger in Internet surfing. However, some underage Internet users visit adult-only content sites. This can result in serious psychological problems because the line between what is real and what is not may become blurred for children. They can become more violent believing it is normal behaviour or may become asocial and addicted to the Internet.

There are many other arguments against the excessive use of the Internet. It surely is a great and helpful medium, but it must be used wisely. It is the responsibility of adults to watch over their children. They must be taught how and when to use the Internet. Otherwise, children's health will be put at risk.

18 THE YOUNG AND THEIR WORLD

Task 4/CD 2: Track 5: Tattoo Removal

Since the early 90's, lasers have been developed that can selectively treat tattoo pigment, often without leaving any scar in its place. This is because they don't actually burn the ink out; rather it's fractured into tiny pieces that are then removed from the skin by your immune system. The advantage of this new technology is that there is less chance of scarring.

Task 5/CD 2: Track 6: Betty

I'm 15 years old and I'm an only child. My mother got a new job last year, so we moved to a new area where I started a new school. My problems started there. My teacher brought me to class and introduced me as "Betty". From the very first day everybody started to call me "Fatty". I have to admit that I am bigger than other girls my age.
The kids at school never accepted me. I have no friends there and nobody ever speaks to me. They just make fun of me. Sometimes they gang up and attack me. They rip up my exercise books, steal my personal things and money.
I've never told my mum. She wouldn't believe me. My teachers know I am bullied but never do anything to stop it. It's the end of the school year now and the teachers have complained to my mum that I often miss classes and don't do my homework. I have no friends, nobody talks to me. I hate school.

19 FASHION

Task 4/CD 2: Track 7: Jumper

Shop assistant: Good morning, madam. How may I help you?
Customer: It's my grandson's birthday next week, and I would like to buy him a nice jumper.

Shop assistant: Of course, madam. What size is he?
Customer: Oh, I don't know. He's about your size.

Shop assistant: That would be "large". What sort of jumper did you have in mind?
Customer: I thought of getting him a Mickey Mouse one.

Shop assistant: Sorry, but we only have those in children's sizes. May I ask how old your grandson is?
Customer: He will be 19.

Shop assistant: Hmm. Perhaps, he's a little old for Mickey Mouse. How about this Nike top?
Customer: Oh, that's a bit dark. Do you have it with red and white stripes?

Shop assistant: I'm sorry, madam, we don't. I'm sure he would like this one though.
Customer: Okay, I'll take it then. Can he bring it back if he wants the Mickey Mouse one instead?

Shop assistant: Of course, madam. That will be £25.99, please.
Customer: There you are: £30.

Shop assistant: And here is your change, four pounds, one penny. Good-bye, madam.
Customer: Good-bye.

20 HOBBIES, LEISURE AND LIFESTYLE

Task 4/CD 2: Track 8: Hobbies

Speaker One

My hobby combines art, beauty and sensual movements. It is definitely not easy because you have to learn to isolate different parts of your body. Last year, I even travelled to the Middle East to learn it. The focus is on the abdominal muscles... well, in fact, it used to be performed during fertility rites. I love my hobby because it makes me feel beautiful and confident.

Speaker Two

My hobby can be performed all year round. It is, of course, more enjoyable outside. You also do not need much equipment to do it. It does not require physical strength. You can start even with a fairly low level of fitness. But if I practise really hard, I could represent my country at the Olympics.

Speaker Three

My hobby can be performed inside or outside, it depends on what you want to specialise in. It certainly requires a lot of practice to be really good. Although one can earn money practising it, I don't think I would be able to do it professionally. First of all, you need expensive equipment and also it's not easy because it requires both technical and artistic skills. So, I do it for my own pleasure.

Speaker Four

I like being outdoors. I also like tents, sleeping bags, and other cool stuff. I like the thrill... it is challenging. You never know how successful you will be that day. My hobby makes me feel comfortable and takes my mind off stuff. A lot of people think it is boring – I have to admit that it takes a ton of patience, but it's fun and exciting.

Task 5/CD 2: Track 9: Diving Course

Instructor: Excuse me, sir, is it you who was interested in taking the diving course?
Applicant: Yes, that's right.

Instructor: Well, I'm very sorry to tell you but the course is fully booked. There were too many people interested in it this year.
Applicant: Are you sure? You know, my wife and my son would love to learn how to dive. Maybe you could just open a new course for the latecomers.

Instructor: Hmm, that's a great idea but, unfortunately, it's not possible. We don't have enough master divers.
Applicant: Oh, I see. That's a real shame. We all wanted to dive in Egypt this autumn.

Instructor: Sorry for that... but... hang on. Let me check the course lists. Maybe we'll be able to find something else for you. How about the windsurfing course?
Applicant: No thanks, we took that course last year.

Instructor: Right. Well, there's one more place in the yoga class... perhaps your wife would like it. What do you think?
Applicant: Hmm... I don't know. She prefers extreme sports.

Instructor: Jet-skiing? Would you be interested in the jet-skiing course instead? There are just three places left.

Applicant: Jet-skiing? That sounds good to me. And my son would go for that as well. I imagine my wife would also enjoy it. Let me ask her first.

Instructor: Ok. Take your time and please let me know by 5 p.m. I will put your names down, just in case...

21 TRAVELLING

Task 5/CD 2: Track 10: Booking a Room

Hotel receptionist: Good morning, sir. How can I help you?
Client: I was wondering if you had any rooms available for the next few days.

Hotel receptionist: Hmm... We're almost fully booked at the moment, but I can have a look for you. What sort of room do you require?
Client: I would like to book a double room, please.

Hotel receptionist: Certainly, sir. For how many nights?
Client: Three – today, tomorrow and Sunday.

Hotel receptionist: Would you like an en-suite room?
Client: No, thank you, just a simple double room.

Hotel receptionist: We've got just one left, room number 347, but it is an en-suite room.
Client: All right, then. I don't have a choice.

Hotel receptionist: Erm... Can I take your name, please?
Client: Phelps. P-H-E-L-P-S, Phelps.

Hotel receptionist: Thank you. And your first name?
Client: David.

Task 6/CD 2: Track 11: Calling to a Reception

Receptionist: Reception. How can I help?
Guest: Room 347 here. Would it be possible to book a wake-up call for the morning?

Receptionist: Of course, madam. What time?
Guest: Well, I have a meeting at half past eight, so perhaps seven o'clock would be best.

Receptionist: Certainly, madam. Would you like breakfast in your room?
Guest: Erm... No, it's all right. I'll come down for breakfast. What time is it available?

Receptionist: From 7.30 till 9. But we can arrange for an earlier breakfast if you require it.
Guest: No. 7.30 is fine. My husband normally has tomato juice with his breakfast; he would really be pleased if it was possible.

Receptionist: No problem, madam. I'll speak to the chef and we'll have some ready each morning.
Guest: Is it also possible to have a morning paper delivered?

Receptionist: Yes. We provide all the rooms with a complimentary copy of the Telegraph each morning. If you would prefer a different paper, we can order it for you.
Guest: Could I have a copy of the Times as well, please?

Receptionist: Yes, madam. Is there anything else I can help you with?
Guest: No, thank you. You've been very helpful.

22 TOWNS AND PLACES

Task 3/CD 2: Track 12: Visit to the Statue of Liberty

We visited the Statue of Liberty with two children, aged one and five. The kids were very well behaved bearing in mind the length of time we spent waiting in line. To start with, finding where the advance ticket sales office is, is not easy and there are no clear signs. I waited ten minutes in the one line only to be directed to a little window in the corner of the fort. Once you have your tickets, you have to go through security before you get on the boat. You have to put everything through the X-ray machine: phones, belts, coats and even strollers. Ours would not fit through, so it was necessary for security to search it by hand, which took about another fifteen minutes. Then you wait in line for the ferry. Once at the Statue of Liberty you need to go through more security, which takes even longer. It is disappointing that I could not find any info on the statue's website that indicated strollers would not be allowed through security on the island. You can not bring anything in with you that is larger than a small purse. All strollers (and large umbrellas) must be checked, so if you have any small children, expect to carry them all the way once you reach the statue. They do provide lockers for a small fee, so you can store items that you can not bring in with you. The queues were ridiculous and we went on a cold rainy day. It took us sixty minutes to get through security at the statue. Once you finally get in the statue, it is pretty boring. Younger kids will definitely not be impressed. You walk through a museum and then head up to the elevator which takes you to the base of the pedestal and then you need to walk up several more flights of steps. Once up there, all you get to do is look through plexi-glass into the statue and then you can walk outside along the base. All in all, I am not sure it is worth waiting to get into the Statue. The ferry ride and views from the island are nice, but the wait is just ridiculous.

23 MULTICULTURAL SOCIETY AND INTERNATIONAL INSTITUTIONS

Task 3/CD 2: Track 13: Non-Muslim's Reactions to the Banning of Burkas

Muslims are seen as Europe's largest minority. There are about six million Muslims living in France. Out of them, approximately 2000 women are believed to wear the face-covering veils, called *burkas*. The French government has recently provoked a discussion about whether wearing burkas in public places should be banned or not. Let's listen to three British students giving their opinion on the French proposal.

Peter: I fully agree with the French government. You know, when I see these Islamic women, they scare me. I want to see their faces, I want to see their beauty. Well, they can see my face, so why can't I see theirs? They should be tolerant of our cultural habits and adjust to them. If they want to live in our country and if they want to become Europeans in the full sense, they should behave according to our rules. I am not saying that they should give up their identity or their religion, but simply accept the rules of the country they live in. That's all.

Claudia: When I was visiting Iran as a tourist, I respected Iranian laws not to offend anybody. I didn't dare go out uncovered, nor have a short-sleeved T-shirt. You know, if I had done it, I would have been fined by the police. So I never risked it. I felt very unpleasant wearing a scarf on my head and long sleeves despite the August heat. I wonder whether Iranian women mind being hidden behind their veil all through their lives. I think that Islamic women should respect our laws and unveil themselves.

Marc: I am not sure about banning burkas. No one has the right to dictate to other people what to wear. It's not democratic at all. Let them be themselves, let these poor women follow their traditions and rules. I hardly believe that this new law will make them give up their traditional dress. The new law will not help these women at all, the situation might get even worse. Islamic women will not stop wearing burkas, but instead they will stop going out.

Task 4/CD 2: Track 14: Old Friends

Peter: Hi, Zuzana, it's so good to see you. It's been ages.
Zuzana: Peter... How have you been? We haven't seen each other since we graduated. When was that?

Peter: A long time ago. ... So what are you doing?
Zuzana: Currently, I am on maternity leave with my second son, Miguel.

Peter: How lovely! So you've got two children. I didn't even know you were married.
Zuzana: Oh yes, I got married seven years ago. Do you remember Rafael, the Spanish guy who studied with us in Ireland?

Peter: Are you kidding me? Did you two get married? That's fantastic. When did you leave? Nobody's heard anything from you.
Zuzana: Well, we lived in Madrid first. You know, I was working on my doctorate and Rafael was a junior teacher at the local university. Then, I got pregnant and Rafael's contract with the university expired. So, we left Spain for Luxembourg to teach English and Spanish to European counsellors. And there I got pregnant again.

Peter: Oh, I see. Did you ever finish your doctorate?
Zuzana: No, but I am trying to work on it now.

Peter: It must be difficult for you living abroad, having a career and two small children. Is there anybody to help you with them?
Zuzana: Not really. Rafael is a great father, but he teaches many courses, mainly in the evenings.

Peter: What about your parents? Do they often come to see you there?
Zuzana: Not often, you know, they have not retired yet. When they come to see us, they don't stay longer than a week.

Peter: That's not easy at all. Anyway, what language do you speak with your children?
Zuzana: Miguel attends English kindergarten, so he speaks English there. At home, Rafael speaks Spanish to our children and I speak Slovak.

Peter: Gosh, don't they get confused?
Zuzana: Miguel understands all three languages perfectly, but he is best at Slovak because he spends most of his time with me.

Peter: That's really interesting. So, will you continue to raise your children trilingually?
Zuzana: Well, we'll try to do our best... So, Peter, tell me about you...

24 PUBLIC HOLIDAYS

Task 3/CD 2: Track 15: Halloween

Adam: So, Philip, what is Halloween? Why do you celebrate it?
Philip: Well, in America, it's perhaps the most popular holiday among children. You know, they carve pumpkins, wear different costumes of ghosts, skeletons, goblins, witches and other scary creatures, collect sweets and candy apples and so on. Uhm... we celebrate it on the thirty-first of October every year.

Adam: I've heard it's a very old holiday. Do you know how Halloween originated?
Philip: Actually, I read somewhere that it comes from Europe. Uhm... the Celts, you know, they lived in different places in Europe, the Celts came up with it. Halloween was the last day of their calendar year and they believed that on that day, the spirits of the dead would come to their houses and would take over their bodies.

Adam: Oh, that sounds quite scary...
Philip: Does it? Well, anyway, the Celts tried to cheat or confuse the evil spirits to... to... to... discourage them from coming over. So, they wore animal heads and skins as costumes so they would not be recognised by the ghosts of the dead. They also lit huge bonfires, made lots of noise and played tricks on each other.

Adam: That's interesting. I'm quite surprised. I thought that it was somehow connected with the arrival of winter or something. Oh, and another thing... What about the game children play at Halloween?
Philip: What do you mean?

Adam: Well, you know, when children go from house to house and ask for sweets?
Philip: Oh, yeah, you mean "Trick-or-treat?"

Adam: Yes, "Trick-or-treat."
Philip: Well, yes, that's very popular. Children, but surprisingly also some adults, put on fancy dress costumes and go from house to house asking for treats. Some people are crazy and willing to spend a fortune on their costumes, even the adults... I am sure that's great for business too. Ah... yes, I don't know whether or not asking for treats also goes back to the Celts. I don't know.

Adam: Doesn't matter. Anyway, how did Halloween get to America?
Philip: In the middle of the 19th century, there was a great famine in Ireland, so many Irish (whose ancestors are Celts) emigrated to America and brought their culture and Halloween too.

Adam: Right. Philip, that was very interesting. Thank you.
Philip: You're welcome.

Task 4/CD 2: Track 16: Christmas Traditions

Well, there are many Christmas traditions I could talk about. However, the following ones aren't very well-known by people from other countries. Right, so *Christmas crackers* are usually wrapped in decorated paper so that they look like big sweets. They are pulled by two people who split them unevenly. This is usually accompanied by a bang and much fun. The person with the larger part can keep the contents which could include a small toy, a coloured paper crown or a motto or a joke. *Christmas pudding* is the dessert we serve on Christmas Day. Actually, it's a steamed pudding, dark in appearance and it's very aromatic because it contains sweet spices, dried fruit, nuts, juice from citrus fruits and brandy. We don't make it, we buy it. We serve it reheated, dressed with warm brandy which is set alight. As for decorations with plants, holly, ivy and mistletoe are the most common ones. *Holly* has prickly dark green leaves and red berries which are mildly toxic for people if they eat them. We sometimes put a sprig of holly on top of a Christmas pudding but only for decorative purpose.
Mistletoe is another plant used for decorating houses at Christmas. It's usually attached somewhere high up and if it is preserved, it's said to keep houses safe from fire the whole year round. Traditionally, any two people who meet under the mistletoe are supposed to kiss. The last one, *ivy*, is a woody plant, ground-creeping or climbing up buildings in order to cover their appearance. It's a very popular plant for Christmas decorations due to its evergreen leaves.

25 CRIME AND JUSTICE

Task 3/CD 2: Track 17: Types of Crime

Speaker One

It's almost impossible to walk in the streets of New York without much excitement. I was walking my dog when somebody asked me what the time was. I looked at my watch and... I was knocked down from my back by a teenager who grabbed my bag with my credit cards and all my documents.

Speaker Two

I'm sure that I recently saw an older woman stealing sweets in Tesco. Nobody noticed but me. I wonder if she was penniless. Why do these people take such risks? I will never understand that.

Speaker Three

I hate travelling in crowded buses. Yesterday, something awful happened to me. The bus was crowded as usual. A boy was standing behind me. I can't describe him exactly. Actually, I didn't see his face at all. But I felt his hand reaching into my bag. "Stop that, immediately," I screamed. "How dare you? Give me back my purse!" The bus stopped and the young man ran away into the crowd.

Speaker Four

I was waiting in a queue at customs at Bangkok airport. There was a young man with a small backpack queuing in front of me. Suddenly, two police officers appeared. There were accompanied by a big dog that started to sniff around. I didn't know exactly what was going on, but I started to feel a bit anxious. The police officers asked the young man to follow them. Next morning, I read in the papers that a young Czech was arrested at Bangkok airport.

Task 4/CD 2: Track 18: Car Safety

Dear listeners, let me give you few tips how to keep your car safe against car thieves.

- First of all, never ever leave your car open in crowded places. Make sure you even lock the car at the petrol station when you go to pay.
- Never leave the car running, even if it is only for a few moments. Thieves are quick enough to use chances like that.
- Avoid parking the car in places where you have to leave the keys with an attendant. He could make a duplicate and steal the car later.
- If your car will be unattended for some time, make sure that it is not full of petrol. If it was stolen, the thieves would have to stop at a petrol station nearby and there is more chance that they would be caught.
- Always take valuables with you. Never leave them in the car, they are too tempting for thieves.
- Make sure you have a good working alarm system installed. If it is loud enough, then it may distract the thieves or attract attention of passing people.
- Finally, a locking device on your steering wheel may help. Nowadays, they are made from material which is very difficult to saw or cut through – but they only work if they've actually been locked!

26 READING BOOKS

Task 7/CD 2: Track 19: Shakespeare

William Shakespeare (1564–1616)
Shakespeare is the greatest English playwright and poet of all time. He was born in Stratford upon Avon. His father was a well-respected man in his native town. Young Shakespeare probably attended grammar school. At the age of 18, he married Ann Hathaway who was seven years older than himself and they had three children. Though he loved his family, five years after getting married, he left Stratford to make a career in London.
Very little is known about his first years in London, but it is quite probable that from the beginning he lived closely connected with the theatre and remained so for 25 years. In 1611, Shakespeare returned to Stratford to live with his daughter and son-in-law. He is thought to have died on 23rd of April, 1616, his birthday.
Shakespeare started his career as a playwright with historical plays from English and classical history which won him great success. His earliest plays are the three parts of *Henry VI* and a historical play called *Richard III.*
Shakespeare had an excellent feel for comic situations and soon started to write comedies. His early comedies include *The Comedy of Errors, The Taming of the Shrew, The Two Gentleman of Verona* and *Love's Labour's Lost.* In this period he also wrote his beautiful lyrical tragedy *Romeo and Juliet.* His most famous comedies, *A Midsummer Night's Dream, The Merchant of Venice, Much Ado About Nothing, As You Like It, Twelfth Night* and *The Merry Wives of Windsor,* originated in the last years of the 16th century. Shakespeare presented the themes of love, friendship, human harmony and joy of life. He showed himself to be a master of dramatic construction, economy in the writing of drama and above all as a master of language.
His greatest period was between 1600 and 1607 during which he wrote his most remarkable tragedies *Hamlet, Othello, King Lear* and *Macbeth,* the history play *Anthony and Cleopatra* and other plays. They are about morality and the search for truth (Hamlet), about the paradoxes

of good and evil (Othello), about true and false visions and self-knowledge and self-deception (King Lear), about the power of evil in man and the problem of choice and responsibility (Macbeth).

During the last phase of his creativity Shakespeare wrote the romantic dramas *The Winter's Tale* and *The Tempest*. In a symbolic way he deals with the problems of good, evil, innocence, guilt and responsibility but unlike in his great tragedies, the ending is always the triumph of the good and the innocent over evil. Shakespeare uses mythological, magical and fairy-tale elements in his romantic dramas.

Shakespeare is the author of 37 plays – comedies, tragedies, historical plays, romantic dramas and of a cycle of 154 sonnets.

Task 8/CD 2: Track 20: My Favourite Book

John's friend: John, could I borrow this book? I know that it's your favourite. You know, all my classmates talk about it as it was a bestseller or something, wasn't it? Do you think it's worth reading?

John: Of course, I can lend it to you. However, I'm not sure if it's really your kind of thing. Anyway, do you know what it's about?

John's friend: Not really. I have only seen some clips from the film. That's all.

John: Well, I think it would be better to read the book first and then watch the film if you want to. Uhm, the film, you know, is a totally different experience.

John's friend: So, what's the book about?

John: Right. Well, the books describe several years in the life of an orphan during his adolescence. Two of his classmates and best friends are also quite heavily featured. Throughout the story, the orphan learns more and more about his dead parents who were killed by some evil wizard.

John's friend: Ha, is that all? It sounds like a fairy tale.

John: No, wait a second. The main character, the orphan, discovers that he is a wizard too. He is sent to a wizard school to learn magical skills. There, he meets a lot of friends and teachers. Some of them are very friendly and funny too. The others are not so nice. What I really like about the book is that most events are set in a fantasy world. You know, magic creatures, magic tricks... Yeah, it's really great reading.

John's friend: Oh, I see. Well, the author, whatever her name is, must be a multi-millionaire. I heard that she participated in the process of making film versions of her books.

John: Yes, she did. So, do you want the book now?

John's friend: Yeah, why not?

27 IDOLS, CELEBRITIES AND FAMOUS PERSONALITIES

Task 3/CD 2: Track 21: Flooded Village

Interviewer: Good afternoon, everybody. Today, we are going to be talking about a small village with a population of 600 inhabitants in eastern Slovakia. Before June, few people had heard of it. Yet following the floods in June, we have all become much more aware of its name and its inhabitants. Today, we have Karin here with us, who witnessed the whole disaster. Karin, welcome.
Karin: Thank you.

Interviewer: Karin, could you tell us about the flood and the damage you witnessed as a volunteer in eastern Slovakia at the beginning of the summer?
Karin: Well, it had been raining heavily all night and day. The level of the water in the river rose dramatically. The water, thick with mud and dirt, spread all around and got into people's houses. The underground water flooded firstly cellars and then entire houses.

Interviewer: Do you live in the village?
Karin: No, I don't. But my grandparents do.

Interviewer: Why did you come to the village that day?
Karin: My grandparents called me to come over and help them deal with the water.

Interviewer: And was this the first time that the village had experienced such a disaster?
Karin: Unfortunately, not... and that is the tragedy. The locals had hardly recovered from last year's flood and the damage caused by the rains in August. Few houses had been repaired.

Interviewer: So, how did the village's inhabitants feel about, and react to, the latest disaster?
Karin: The older ones said that their village was cursed. The oldest inhabitants and small children were evacuated immediately. Others put sand bags on the roads to try to control the water.

Interviewer: Did that help?
Karin: Not really. Water got everywhere. It flooded into people's houses and cars. It damaged everything.

Interviewer: Did the village get any outside help?
Karin: Yes, everybody was helping... firemen, Red Cross workers, volunteers... people also came from other villages with drinking water and food, warm clothes and Wellington boots to help those who had lost their homes.

Interviewer: How did you feel that day?
Karin: Worried, frustrated and helpless. But I also think that everyone felt genuinely useful.

Interviewer: Karin, thank you for coming to our studio. We wish you all the best.

Task 4/CD 2: Track 22: My Best Friend

Well, I suppose Soňa's my oldest and best friend. We studied at university together. I still remember how we met. We were taking some courses together. Once, she came to talk to me and asked if she could borrow my notes from a lecture. I was not sure what to say because I hardly knew her. Soňa was one of the best students at university. She studied English and French. Besides those two languages, she can also speak German and Spanish fluently. She is linguistically and musically gifted. As far as I can remember, I think, she used to play some musical instrument too. Her brother is a professional pianist... and I think, he inspired her a lot. She loves Sting and that sort of music. She is actually crazy about him. I bet she can remember all the lyrics to his songs and I'm sure she's never missed a single concert.
Once, when I noticed a saxophone in the corner of her room, I asked: "Soňa, is this yours? Can you play it?" Just then she admitted that she had learnt how to play it on her own. She is very good at keeping secrets. She has never betrayed me! Nowadays, you hardly ever find a person like that. She is never jealous, nor mean. Sometimes, I think, she's too generous. I admire her talent and will to finish things. Once she starts something, she puts all her effort and energy into finishing it. I wish I was the same. I'm so lucky to have such a special friend as Soňa.

28 THE UNITED KINGDOM

Task 4/CD 2: Track 23: National Stereotypes

Speaker One

Hello. I'm George and I'm English. Talking about national stereotypes drives me crazy... you know what I mean... For example, I totally disagree with people saying that the English are reserved in the way we behave, dress and speak. That's simply not true. I know we are famous for our politeness, self-discipline, reliability and for our sense of humour. These things may be broadly true I guess, but it doesn't mean that all English people are like that. There's a myth that English people are very conservative. Many English people are not conservative at all. You know, it really depends on what you mean when you say conservative, right? As for myself, I don't like being judged or criticised according to some stupid caricature of what people think is typically English. By the way, who creates these national stereotypes? It's all rubbish....

Speaker Two

I'm Sean and I'm originally from Belfast, which is in Northern Ireland. Everyone in my family is Catholic, and I think because of this we really didn't feel comfortable living in the Protestant neighbourhood in which we lived. I always hated the huge walls and fences separating Catholics from Protestants. Because of all that, my family decided to move to the Republic of Ireland where we settled down in Cork. What are the Irish like? Well, I think we're well-known for being very friendly. We're crazy about music. Concerning pubbing, well, yes... it's a very important part of our culture. Pubbing is really about socialising, meeting friends and listening to live music. Drinking? I drink Guinness of course and in winter Hot Whisky or Baileys are good for getting warmed up. Sports? You are not Irish unless you play or at least watch Gaelic football and hurling. I think that's it. I'm certainly proud to be Irish.

Speaker Three

Uhm... my name is Hamish. My parents are Scottish but I've lived in Cambridge since I was a child. My family actually come from Edinburgh, which is famous for different festivals of

music and dance and drama. Uhm... what can I say about the Scottish? What are we like? We are friendly, passionately love music and dance. We are keen on drama and the theatre, but actually that doesn't apply to everyone, of course. I suppose we are known for playing the bagpipes and wearing kilts and eating haggis. Haggis.... Haggis is... well, how can I explain it? It might sound a bit disgusting... anyway, it's made of the heart, liver and lungs of a sheep, together with oatmeal, salt, onions, spices and packed into a sheep's stomach and boiled. I mean we don't eat it daily, you know. Oh, have you seen that film Highlander with Christopher Lambert? That was filmed in various different places in my country.

29 THE USA

Task 3/CD 2: Track 24: The Amish People

One of Lancaster County's most unique features is its Amish population. A strong and deep-set religious faith shapes their world, which excludes electricity, television and automobiles. The Amish express their religious values through their way of travelling by horse and buggy, their style of dress and their strong sense of community and family. Due to constant pressures from the "outside world", the Amish may make certain concessions to the "modern" world but without making any that they feel would contradict their faith. Therefore, their culture and tradition may be liable to change at least to a certain degree.

The Amish are principally trilingual. At home and among their community, the Amish speak a dialect of German called Pennsylvania-Dutch. The word "Dutch" in this case does not refer to the language spoken in Holland, but actually derives from the word "Deutsch", meaning German. Amish children learn to speak English at school and High German at worship services.

The Amish are Christians, but do not worship in churches as it is the custom in other faiths, instead they take turns holding services in each others' homes. The Amish community is divided into church districts of 150–200 people. Each district gathers at a different member's home every other Sunday for a three-hour religious service. Worship is solemn and hymns are sung slowly in German without musical accompaniment.

The lifestyle of the Amish population is primarily based on a literal interpretation of the Bible and a set of unwritten rules called the Amish *Ordnung*, which prescribes behaviour, appearance and other aspects of Amish culture.

The Amish style of dress is symbolic of their faith. Amish men wear dark-coloured suits, straight-cut coats with no lapels, broad trousers, suspenders, solid-coloured shirts, black socks and shoes and black or straw broad-rimmed hats. Amish women wear modest dresses made from solid-coloured fabric. The dresses are usually made with long sleeves and a full skirt and covered with a cape and apron. Their hair is never cut but is worn in a bun on the back of the head, concealed by a white prayer covering. Amish women are not permitted to wear jewellery or printed fabric.

The Amish are reluctant to accept any technology, which they believe weakens the family structure. Progress is not assumed to be "better" in their community. Conveniences, such as electricity, television, telephones and tractors, are considered to be a tempting force that could lead them away from their close-knit community. They also believe that agreeing to pose for photographs is an act of pride.

(Adapted from Pennsylvania Dutch Conventon & Visitors Bureau: About the Amish, p. 35)

30 SLOVAKIA – MY HOMELAND

Task 3/CD 2: Track 25: British Tourist I

Journalist: Excuse me, madam. Do you have a few minutes to spare?
Tourist: Yes, I do.

Journalist: Err... Where are you from?
Tourist: I'm from Manchester in England.

Journalist: When did you first visit Slovakia?
Tourist: I came two years ago at Easter.

Journalist: Do many people from your country visit Slovakia?
Tourist: No, I don't know any that have been.

Journalist: What is the biggest difference between your country and Slovakia?
Tourist: I think the way that you live. You tend to live in high-rise flats and maybe have a nice country cottage; we just live in one house and concentrate on that. And I think your gardens are very different: We have lawns and flowers; you have vegetables.

Journalist: Have you found the language difficult to understand?
Tourist: The first time I came I found it very, very difficult, but this time I think I can understand more, but I still can't say anything.

Journalist: Have you travelled much around Slovakia?
Tourist: Yes, erm... I've been to the Tatras. I've been to Bratislava, Nitra, Orava and I've also been into Poland and Hungary.

Journalist: Is there anything here you would like to recommend to other tourists?
Tourist: Yes, I think the castles.

Task 4/CD 2: Track 26: British Tourist II

Journalist: Have you visited many of the castles here in Slovakia?
Tourist: Yes, on my first visit I went to Bojnice and this time I've been to Devín and Orava.

Journalist: Which has been the most interesting?
Tourist: Oh... Orava, I think.

Journalist: Why did you particularly like this castle?
Tourist: Well, the tour was very well done. It's a very high castle and at each level there was some form of entertainment for us. There was falconry, a theatre performance, erm... a very lighthearted weapons demonstration and there was some classical music. Erm... I found it really very interesting.

Journalist: Do you have similar castles in your country?
Tourist: Well, our castles are different. Erm... They're very beautiful and they're very interesting, but they are different.

Journalist: If a Slovak was visiting your country, which castles would you recommend for a visit and why?
Tourist: Erm... Undoubtedly Edinburgh. It's built on a hill opposite the main shopping street and Edinburgh itself is a fantastic city. Erm... I think that's my favourite and it has things to offer like the Military Tattoo which is on in August. That is my favourite, I think.

Erm... But, I also think Windsor Castle is beautiful. For me it's very special because it houses Queen Mary's doll's house and I have a particular interest in things like that. It's set in beautiful countryside; it's easily accessible and it's very different from anything in Slovakia.

Journalist: Thank you very much for your time and I hope you enjoy the rest of your stay.
Tourist: Thank you.

TEST 4

I. LISTENING COMPREHENSION (20 POINTS)



1. THE RIGHT TO LIVE OR DIE (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 10)

Listen to the interview with Ann Nicholson speaking about her husband Andrew, whose accident left the former salesman seriously injured. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. **Andrew**
   A) has known his wife since high school.
   B) has got many friends.
   C) loved boating.
   D) sells cars.

2. **The accident**
   A) paralysed a part of his body.
   B) happened seven years ago.
   C) made him suffer a lot.
   D) left him blind.

3. **Andrew's mother**
   A) had a very close relationship with her son, according to Ann.
   B) blames doctors for supporting Ann's decision.
   C) brought the case to court.
   D) visits her son every day in hospital.

4. **The decision about Andrew**
   A) is up to the doctors.
   B) may change the situation of other people with similar injuries.
   C) has been made in the California Supreme Court.
   D) can't be made without the approval of his wife and children.

5. **Ann**
   A) wanted to remove Andrew's feeding tube without the knowledge of doctors.
   B) thinks Andrew can recover.
   C) is sceptical about any improvement.
   D) wants to compromise with her mother-in-law.

2. HYPERLEXIA (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 11)

Listen to the text about hyperlexia. Decide whether the following statements are true, false or not stated according to the text.

1. Hyperlexia is an ability that is highly appreciated.
2. Hyperlectic children do not get on with their siblings.
3. Hyperlexia syndrome is always accompanied by a mental disorder.
4. Physical disability is another symptom of hyperlexia.
5. Hyperlectic children have problems in understanding what they read or hear.

3. NO MEAT (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 12)

Listen to the dialogue about reasons for becoming a vegetarian and fill in the missing words or phrase according to the text in the gaps provided from 1–10.

Nick decided to see his doctor for his regular check-up in **1.** ..... **(1 word)**. His health problems were caused by many factors. But he became more concerned about his health after meeting **2.** .... **(2 words)** and gave up eating meat. People wondered where he got his necessary **3.** ..... **(1 word)** from. But even animals like **4.** ..... and ..... **(2 word)** gain them from their plant-based food. He avoids eating **5.** ..... **(1 word),** which are unhealthy. Besides that, he doesn't **6.** ..... and ..... **(2 words).** Becoming a vegetarian enabled him to achieve higher levels of **7.** ..... **(1 word)**. Furthermore, he doesn't rate people according to the things they own, but according to the **8.** .... **(2 words)** they spread. His daily diet consists mostly of **9.** ..... and ..... **(2 words)** prepared in his own way. He also prefers using special **10.** ..... **(1 word).**

II. LANGUAGE IN USE (40 POINTS)

1. UNIVERSITY STUDIES (9 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: ***0. foundations***

The **0.** ..... **(FOUND)** of our university were laid in 1948. Today, it is a(n) **1.** .....

(**NATION**) -known institution with more than a thousand **2.** ..... (**RESEARCH**) from all over the world. Most of them are **3.** ..... (**RESPECT**) scholars in their fields.

The university cooperates with the most **4.** ..... (**PRESTIGE**) universities across the world. It **5.** ..... (**CURRENT**) offers several PhD programmes and those who successfully complete the academic **6.** ..... (**REQUIRE**) will be conferred a Ph.D. degree signed **7.** ..... (**JOINT**) by the President of the university and the director of the programme. There is also a possibility for successful candidates to **8.** ..... (**APPLICATION**) for scholarships.

Further details are available on our website. Your **9.** ..... (**ASSIST**) in distributing our programme brochure would be much appreciated.

2. JEROME DAVID SALINGER (15 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: **0. A on**

J. D. Salinger, an American novelist, was born **0.** ..... New Year's Day 1919 in New York. Immediately after his studies, **1.** ..... 22, he joined the army and as a soldier at the end of the Second World War he went through France, Belgium and Germany.

Some **2.** ..... claim that he tended towards mysticism because he suffered from mental problems. He wrote mainly short stories, the first one **3.** ..... in 1940 in the newspaper *Story*. Salinger believed his **4.** ..... talent was God-given.

His enormously successful novel *The Cather in the Rye,* published in 1951 was translated **5.** ..... many languages across the whole world. The novel depicts two critical days in the life of the sixteen-year-old student and American rebel Holden Caulfield, who was **6.** ..... from school and was afraid to come back home. He experienced adventure and disappointment **7.** ..... through the streets of New York. Holden is **8.** ..... between being a child and an adult. He knows he is growing up and tries to **9.** ..... mature by smoking and drinking, but deep down he still is a child. He is afraid of growing up. He imagines childhood as an idyllic field of rye in which children play; adulthood is equivalent to death – a fatal fall over the edge of a cliff. Holden imagines himself standing on the edge of the cliff. What he has to do is to catch children if they start going off the cliff. He feels the need to protect children from the corrupt world of adulthood.

10. ..... 1965, no book has appeared by Salinger. According to his sister the main **11.** ..... was his fear of criticism. His daughter said that he was a loner. **12.** ..... he carried on writing. "I love writing. I do write for my own **13.** ..... ," said Salinger in an interview for The New York Times in 1974. But usually he **14.** ..... both the media and his fans. So he died lonely in his **15.** ..... house in Cornish, New Hampshire on 27th January, 2010.

0.	**A) on**	**B)** at	**C)** in	**D)** -
1.	A) aging	B) at the age	C) aged	D) age
2.	A) springs	B) resources	C) voices	D) sources
3.	A) published	B) was	C) appeared	D) started
4.	A) native	B) natural	C) original	D) naive
5.	A) to	B) in	C) from	D) into
6.	A) put away	B) sent	C) expelled	D) turned off
7.	A) wandering	B) browsing	C) straying	D) travelling
8.	A) put	B) stuck	C) staying	D) blocked
9.	A) act	B) play	C) pretend	D) be
10.	A) Since	B) In	C) From	D) Until
11.	A) argument	B) cause	C) reason	D) idea
12.	A) Nevertheless	B) Despite	C) Although	D) Furthermore
13.	A) treat	B) pleasure	C) reward	D) award
14	A) stayed away	B) protected	C) pretended	D) avoided
15.	A) far away	B) far	C) remote	D) remoted

3. PRINCE (15 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: **0. was brought**

Prince Rogers Nelson is one of the most successful and controversial artists and performers who **0.** ..... **(BRING)** into this world on June 7th 1958 in Minneapolis and **1.** ..... **(NAME)** after his jazz musician father. He **2.** ..... **(APPEAR)** on the music scene in the late seventies. For many years, he **3.** ..... **(KNOW)** not only as a musician, multi-

instrumentalist, arranger, composer, songwriter and record producer but also as an actor. Between 1982 and 1992, nine of his albums **4.** ..... **(PLACE)** in the Top 10. Undoubtedly, he **5.** ..... **(BE)** one of the most talented musicians ever **6.** ..... **(ACHIEVE)** mass commercial success, and who **7.** ..... **(FOUND)** his own recording studio and label. By the late 1990s, he **8.** ..... **(BEGIN TO RELEASE)** music exclusively on his own label, through his website and via his direct-sales telephone hotline. His records **9.** ..... **(REFLECT)** a wide range of inspirations are sold worldwide.

His skill in **10.** ..... **(MANIPULATE)** the boundary between his public and his private life **11.** ..... **(BE)** best demonstrated in the film and soundtrack album *Purple Rain* in 1984, which **12.** ..... **(ESTABLISH)** him as a pop star.

He **13.** ..... **(WIN)** several Grammy Awards. At the age of 46, he **14.** ..... **(INDUCT)** into the Rock and Roll Hall of Fame. Because of his revolutionary music, he rightly **15.** ..... **(DESERVE)** his status as an icon of modern popular music.

III. READING COMPREHENSION (20 POINTS)

1. THE AMERICAN WAY (7 POINTS)

Read the article about different types of restaurants and put the removed sentences in their correct place in the text. There are four extra sentences.

Why do foreigners who spend some time in America return home several kilos heavier? And why are many Americans overweight? Is it the unhealthy lifestyle? The answer is simple – a lack of movement and large amounts of food **1.** .....

Before you enter a restaurant, you should know that the portions there are really huge. Therefore, a family of four members orders only two portions, then asks the waiter to divide it onto four plates. **2.** .....

Hundreds of people visit popular snack bars, bistros and fast food chains because they are cheaper than ordinary restaurants. However, low price also means low quality.

If you decided to cook something for yourself, an American would look up to you because they don't have time for cooking at home, or rather, they are not used to it. **3.** ..... When you are invited to someone's home, unless you are completely in love with each other, don't expect anything more than just pizza or Chinese food being delivered.

The state supports entrepreneurs' interests even though their products aren't the healthiest. If the government set limits on food composition, it would be a big blow for fast-food outlets. **4.** ..... However, in some Californian states they have limited fast-food consumption at least in school canteens.

In America, there are hundreds of places selling fast food that can be put into several categories:

1. *Family restaurants* offer a very decent standard of service and menu; the prices are rather low and the atmosphere is more or less friendly.
2. *Cafeterias* are self-service restaurants where you pass a counter with various types of food, you take some and finally pay. They are often found in museums, galleries, universities and shopping malls.
3. *Dinner theatres* offer food which can be eaten while watching a play or show on the stage. **5.** .....
4. *Dinner cruises* are relatively common in holiday resorts near rivers and lakes and in harbours. You can enjoy a meal during the voyage.
5. *Snack bars* usually sell hamburgers, sandwiches, crisps and other snacks and soft drinks.
6. *Fast-food restaurants* have a limited choice of food. The meal you want is from ingredients prepared in advance. **6.** .....

But there are some advantages you should be aware of. You are offered water with ice for free; when you don't finish your meal, you can take it home nicely wrapped in a box. You can pay either in cash, by credit card or cheque, and in case you're a smoker, there's a smoking area available. **7.** .....

But we can't blame America for fast food. As we can see nowadays, the situation is getting better and people have a tendency to prefer healthier food, even in America. Fast food doesn't necessarily mean junk food. People may order from a wide variety of salads and other healthy food. It is up to them whether they want to live more healthily.

A) But they are trying to reduce fast-food consumption.

B) However, the main reason is they don't know how to cook.

C) Let's have a closer look at fast-food consumers and their eating habits.

D) And you don't wait long to satisfy your hunger.

E) However, the tendency is away from these types of restaurants.

F) The food and performance are included in the price.

G) Going to restaurants is not advisable.

H) It's nothing unusual: you don't have to feel embarrassed at all if you do this.

I) Their junk food would hardly comply.

J) And what about fast food?

K) The price covers both the film and the meal.

2. MY FIRST DAY AT SCHOOL (6 POINTS)

Read the following text about a boy's first day at school and put the paragraphs in the order according to the time sequence during the day.

A My legs were shaking, my hands turned cold, and I didn't know what to do or say. I walked into the room together with the other pupils, still afraid of something new and unexpected. All the pupils found their places at their new desks. I was the only one unable to walk across and find mine. Standing frozen next to the door I waited for something to save me so that I could walk towards an empty chair at the back of the classroom.

B I have never had any problems getting along with unknown children or adults. But that day I found myself surrounded by complete strangers. You can hardly imagine how scared I was. Nevertheless, my parents ignored my anxiety and left me there all alone.

C Then it was my turn to stand up and say something, but I couldn't. Out of the blue something happened and saved me from my embarrassment. The alarm rang. It wasn't the best solution, but at that time I felt great relief. Suddenly, panic ruled the whole school and everybody was rushing towards the exit, except me, still being glued to the chair. The teacher hurried after my classmates not realising I had been left behind in the classroom. All the pupils gathered in the school yard. I began to shiver with fear, not knowing what to do. I tried to stand up, but my legs were frozen and refused to move. I wished a miracle would happen.

D All of a sudden the teacher's looked at me. She offered help. When I finally rested myself on the chair, something soft and wet stuck to my trousers. A terrible feeling?! I immediately turned red. Fortunately, nobody was looking my way and couldn't see me blushing I pretended everything was all right. Anyway, the only thing I could do was to remain in my chair until everybody had left the classroom.

E Thinking of how to get out of this unpleasant and dangerous situation, a man turned up at the door. It was a fireman. As soon as he saw me, I was taken in his arms and carried away to safety. I didn't realise what had happened. Only when we at last appeared in the school yard among all the other pupils and teachers I found out something was wrong. All of a sudden, I realised that a part of my new trousers must have been left on the chair in the classroom. I was standing there with a big hole in my trousers. The whole school was staring at me and laughing. I felt terribly embarrassed. It took a rather long time to get rid of all the nicknames I got. Fortunately, I got over it.

F The teacher suddenly entered the room, hurrying to reach her table at the window. She was holding a green book, presumably a class register. At first, she didn't notice me and introduced herself to the other children. For a short time I seemed invisible and could do whatever I wanted to. Then, still waiting, my classmates started to say their names.

3. CHEWING GUM (7 POINTS)

Read the text about chewing gum. Decide whether the following statements are true, false or not stated according to the text and which paragraph supports your idea.

1. The first chewing gum was produced by an Mexican ex-president.
2. People took to chewing gum immediately.
3. Thomas Adams introduced chewing gum machines across the USA.
4. A different process of adding flavour made the taste last longer.
5. Cooked rubber juice was a failure.
6. Wrigley improved chewing gum by removing sugar.
7. W. F. Semple is considered to be the first inventor of chewing gum.

A The first chewing gum produced for commercial purposes appeared in 1848. It was discovered by John B. Curtis and his brother. As with other new products, it took some time before people got acquainted with it and started to buy it regularly. Expecting big success, the brothers moved to Portland in 1850 and in addition to their "spruce" gum, they began producing "paraffin" gum, too. After some time the "spruce" variety lost its popularity because of impurities from the resin which couldn't be eliminated.

B It was William Finley Semple from Ohio who got the first patent for chewing gum, although he didn't produce it for commercial use. A big breakthrough happened when ex-president of Mexico Antonio Lopez de Santa Anna bought extract from the manna ash tree, expecting to sell it. He tried to persuade Thomas Adams, a photographer and inventor, to buy it. Adams wanted to vulcanise the extract and use it instead of caoutchouc (natural rubber). Unfortunately, he wasn't successful, but he noticed that Santa Anna was often chewing this hardened extract. Disappointed by his failures, he cooked a small amount of it and chewing gum was created. He gave part of it to a local shop just to test customer reaction and surprisingly it sold out.

C In 1871, Thomas Adams applied for a patent for a chewing-gum machine to produce it en masse. Liquorice was added to the chewing gum to attract more people. And he was successful again. It was the first flavoured chewing gum, called "Black Jack". Chewing gum then had its shape changed – into sticks. Adams went on to introduce the chewing-gum variety "Tutti-Frutti". His gum was the first product to be sold in vending machines in New York, 1888.

D Another important "chewing gum" person was John Colgan from Kentucky. In 1880, he started to add flavour directly into the sugar which was then mixed with the juice. This small change meant that the flavour lasted much longer than before.

E In 1892, Wrigley, Jr. chewing gum appeared on the market and it immediately became *the* brand. The typical package of five chewing gum sticks packed separately from each other appeared in the 1940s. That is how the war generation in Europe knew it. The last significant innovation was sugar-free chewing gum a decade later.

IV. WRITING (20 POINTS)

Write a description of a person you admire or look up to. Give details about the person, why you admire this person and what has made her/him so admirable.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 4: TOTAL: ..... /100 POINTS

KEY – TEST 4

I. LISTENING COMPREHENSION

1. The Right to Live or Die

1. C, 2. A, 3. C, 4. B, 5. C

2. Hyperlexia

1. false, 2. not stated, 3. false, 4. not stated, 5. true

3. No Meat

1. 2002, 2. his girlfriend, 3. proteins, 4. elephants, horses, 5. preservatives, 6. smoke, drink, 7. existence, 8. positive feelings/positive vibrations, 9. fruit/vegetables/salad, 10. salt

II. LANGUAGE IN USE

1. University Studies

1. internationally, 2. researchers, 3. respected, 4. prestigious, 5. currently, 6. requirements, 7. jointly, 8. apply, 9. assistance

2. Jerome David Salinger

1.C, 2.D, 3.C, 4.B, 5.D, 6.C, 7.A, 8.D, 9.B, 10.A, 11.C, 12.A, 13.B, 14. D, 15. C

3. Prince

1. named, 2. appeared, 3. has been known, 4. were placed, 5. is, 6. to have achieved, 7. founded, 8. had begun/began to release, 9. reflecting, 10. manipulating, 11. was, 12. established, 13. has won, 14. was inducted, 15. deserves

III. READING COMPREHENSION

1. The American Way

1. Let's have a closer look at fast-food consumers and their eating habits.
2. It's nothing unusual: you don't have to feel embarrassed at all if you do this.
3. However, the main reason is they don't know how to cook.
4. Their junk food would hardly comply.
5. The food and performance are included in the price.
6. And you don't wait to long satisfy your hunger.
7. However, the tendency is away from these types of restaurants.

2. My First Day at School

1. B, 2. A, 3. F, 4. D, 5. C, 6. E

3. Chewing Gum

1. false, paragraphs B, A, 2. false, paragraph A, 3. not stated, paragraph C, 4. true, paragraph D, 5. false, paragraph B, 6. not stated, paragraph E, 7. false, paragraph B, A

IV. WRITING

Well, I suppose Soňa's my oldest and best friend. We studied at university together. Soňa was one of the best students at university. She studied English and French. Besides those two languages, she can also speak German and Spanish fluently. She is linguistically and musically gifted. As far as I can remember, I think, she used to play some musical instrument, too. Her brother is a professional pianist... and I think, he inspired her a lot. She loves Sting and that sort of music. She is actually crazy about him. I bet she can remember all the lyrics to his songs and I'm sure she's never missed a single concert.

Once, when I noticed a saxophone in the corner of her room, I asked: "Soňa, is this yours? Can you play it?" Just then she admitted that she had learnt how to play it on her own. She is very good at keeping secrets. She has never betrayed me! Nowadays, you hardly ever find a person like that. She is never jealous, nor mean. Sometimes, I think, she's too generous. I admire her talent and will to finish things. Once she starts something, she puts all her effort and energy into finishing it. I wish I was the same. I'm so lucky to have such a special friend as Soňa.

TAPESCRIPTS

1. THE RIGHT TO LIVE OR DIE (DVD/POCUVANIE_TESTY/TRACK 10)

Interviewer: **What was Andrew's life like before the accident?**

Ann: He used to work as a car salesman in my father's company. He started working there right after high school and we first met there. Since then, we knew we were made for each other. He was a devoted father of our three children, Julie, 24, Michelle, 22, and Kevin, 13 and enjoyed nothing more than taking them boating on the nearby lake. Moreover, he had an insatiable appetite for books, which may sound rather surprising. But he could read almost every day and everywhere, and all our friends knew it about him, so whenever he celebrated something, they always bought him a book. And he loved that.

Interviewer: **When and how did it all happen? Do you still recall it?**

Ann: Of course, I will remember it for the rest of my life. It's something you just can't forget, even if you wanted to. It happened more than seven years ago; Andrew had just turned 40. After a couple of drinks at the local bar, he decided to try his new Dodge Ram. He was driving along, unfortunately without his seatbelt, and as he was turning off the freeway, his truck skidded across the shoulder, and rolled end over end. Andrew was thrown out and he ended up in a coma. He was taken to the hospital afterwards.

Interviewer: **How is he doing now?**

Ann: Today, after almost eight years, he is still in the hospital, being kept alive only by a tube that delivers liquid nourishment to his broken body. He's got severe brain damage which has paralysed his left side. After sixteen months, he began to show signs of awareness, moving his hand or leg when asked. Here and there, he can hold a cup or push a ball. His right eye stares vacantly, but his left one appears to track. He is conscious. I can detect his mood. However, after the accident, the inner world of Andrew is a mystery to doctors. They know he feels pain but do not know how much. Hopefully, he doesn't suffer much.

Interviewer: **How do you feel about it? It must be hard for you to see your husband like this.**

Ann: I've been married to Andrew for 22 years, and together with our children we moved into Andrew's hospital room for the first year after the accident. But we no longer visit him regularly. The man with diapers on, fed by a tube, cannot recognise any of us. I know he will never again become the man he once was. The doctors are keeping him alive artificially. Frankly speaking, for me, Andrew died eight years ago.

Interviewer: **What about Andrew's mother? How does she manage this situation?**

Ann: You know, he still is her son and she is fighting to keep him alive. But when I see all his suffering, I wish every day the doctors would remove my husband's feeding tube and let him die. I don't think a miracle will happen.

Interviewer: **What was Andrew's relationship to his mother? Did they visit each other?**

Ann: Mandy, Andrew's mother, lives alone in a small apartment 10 miles away,

where her son also lived before we got married. And when the accident happened, she suddenly reappeared after years of no contact and wants to fight for him. Four times a week, she takes the bus to our local hospital, and spends almost six hours with Andrew, her second child out of eight. Of course, she denies any estrangement, insisting that he visited her frequently, keeping this secret from me. But I don't think so.

Interviewer: **When and how did the battle between you and your mother-in-law begin?**

Ann: Actually, it began in 2002, when Andrew pulled out his feeding tube for the third time. This was a sign for me that he didn't want to live anymore. It was his choice – I don't want to make decisions for him. Moreover, he once remarked that he would rather die than be unable to look after his family. After Andrew pulled out his feeding tube, I had the right to withhold medical treatment acting on medical advice and the wishes Andrew had expressed. But his mother received an anonymous call from the hospital, telling her of my intentions. So, she applied for a restraining order and the case then went before a judge, who eventually denied my right to rid Andrew of his feeding tube. Since then, we've been through several legal battles; the next one takes place in California's Supreme Court in two weeks, where they should make a decision about whether the extremely incapacitated or "minimally conscious" can be denied medical care. Andrew's neurologist believes that the ruling could affect thousands of brain-injured people who survive only because of feeding tubes. Despite the fact that Mandy doesn't go to church regularly, her reasons for fighting to keep Andrew alive are entirely religious. She is firmly convinced that there must have been a reason why God didn't let him die the night of the accident. So regardless of the doctors' hopeless prognosis she believes that enough therapy and prayer may eventually improve Andrew's health condition.

Interviewer: **Do you think this will ever end?**

Ann: I hope so. It can't last forever. But there are days when I think it's a never-ending story. Fortunately, I've got kids who support me and give me the power to face this all each day.

2. HYPERLEXIA (DVD/POCUVANIE_TESTY/TRACK 11)

Parents who have gifted children have a reason to be proud. Nevertheless, if your two- or three-year-old son or daughter is able to read without having been taught, ask yourself an important question: is my child a little genius or does he or she suffer from hyperlexia?

Hyperlexia is a precocious ability to read words, far beyond what would be expected at an early age, or a fascination with letters or numbers which emerges in the pre-school years. Hyperlectic children don't need to be taught, they are simply born with this ability. It is commonly found among children who are considered high-functioning. However, these children have barriers in language acquisition and communication and difficulties in socialising and interacting with people, and due to this lack they are unable to describe their feelings. They find it difficult to make friends, and prefer playing on their own,

avoiding contact with their peers. This syndrome has characteristics similar to autism, pervasive developmental disorder and Asperger syndrome.

Some children are able to recite the alphabet quite soon, others begin as sight readers and some begin reading single words and then read sentences and paragraphs. Although at first glance it doesn't appear so, in spite of the pride, the parents should be careful with their phenomenal offspring. Hyperlexia is considered to be a special disability accompanied by different psychological problems. On the one hand, the children can read quite early, on the other hand, they don't understand what they are reading and they have difficulties understanding spoken speech as well. This can result in learning problems and the child may undergo a long and painful process at school. Children lack the ability to express and describe their feelings and emotions.

When parents realise their child is able to read letters very early, they shouldn't ignore it and should consult a specialist who may reveal the disorder. These children need a sensitive approach, since, as already mentioned, it may be an accompanying phenomenon of autism or other developmental disabilities. They show above-average intelligence, but some mental disability can be present, too. Frankly, this phenomenon needs further research and each child must be approached individually.

3. NO MEAT (DVD/POCUVANIE_TESTY/TRACK 12)

Josh: What made you become a vegetarian?

Nick: During my regular check-up, my general practitioner found out that my cholesterol was quite high and I'd put on a few kilos in the previous few years. It was in 2002. He told me it was high time to do something about my weight. You know, stressful work, irregular eating habits, several cups of strong coffee each day and insufficient sleep caused my health problems. But then I met Laura, my girlfriend, and I completely changed my lifestyle, almost overnight. I began to be interested in improving the quality of my life, and studied some books on healthy food. But initially, I didn't plan on being a vegetarian.

Josh: It seems your main reason for becoming a vegetarian was a better lifestyle. Is that true?

Nick: Yeah, I became more concerned about my lifestyle. Vegetarianism is something religious and meditative. After making this decision, people kept asking me where I got my proteins from, etc. I tried to explain to them that even elephants are vegetarians, and they are big and strong. Horses, also vegetarians, have tremendous stamina. These animals find proteins in their plant-based food. The meat industry just wants to make money and persuade people to eat meat. It's baloney! Why should I do it?

Josh: Yes, you may be right. But I'm not telling you to eat meat on a daily basis. What about milk or other dairy products. Haven't you considered them?

Nick: Of course, I have. But just because the dairy industry is promoting that white stuff by showing people drinking it, it won't convince me.

Josh: There are several kinds of vegetarians. What about you? What kind are you?

Nick: I don't eat all that garbage that people consume nowadays. Processed food contains too many preservatives harmful to our health. Since the food I eat also lacks some natural elements, I must take minerals and vitamins. I gave up all medications.

I hardly remember the last time I took any. And besides that, I neither smoke, nor drink alcoholic beverages.

Josh: Did you also have any spiritual reasons for turning away from animal products?

Nick: Well, somehow I felt I was much closer to God than ever before. I appreciated more good things in my life and the life of other people. I realised I was more aware of love after giving up eating meat. Animal products just make people more aggressive. So I wanted to change it.

Josh: Did vegetarianism help you reach spiritually higher levels?

Nick: The fewer meat products we ingest, the more we elevate ourselves. We become more conscious of higher levels of existence.

Josh: Have you experienced it yourself?

Nick: Yes. In fact, I became an angel walking on this planet. People with higher consumption of meat have low vibrations and can't elevate themselves.

Josh: Have you changed your way of thinking or attitude towards people?

Nick: Every thought of yours, good or bad, influences you and people around you. And it's the same with feelings or the spoken word. So, I try to think clearly.

Josh: So, what you're saying is, you now think positively and are nice to people. Does it really have any connection to vegetarianism?

Nick: Of course. Meat has negative effects on our spirits and souls. So, how can we save the world if we think and act negatively? We should spread more positive feelings, more love. Forget judging people by their material possessions, look how many positive vibrations and love they pour out and spread. Then the world itself becomes more positive.

Josh: Wow, that sounds really wonderful. So, we can make the world a better place by love.

Nick: Yes, you can send love not only to people but animals, too. The way you feel towards animals influences their behaviour towards you. If you show fear, they feel it, but if you show love to an animal, that animal loves you back.

Josh: But, let's come back to your eating habits. What does your daily diet consist of?

Nick: I have some fruit for breakfast. Then later I have a salad, but I prefer a romaine one to other types of lettuce. I usually prepare it myself. I add some cucumbers and celery; once in a while I put beans in, but first I check the label on the can to be sure it's free of chemicals. And as I have previously mentioned I don't drink milk. It makes me sick. Oops, I almost forgot, I love pasta. That's really tasty.

Josh: Do you have any dressing with your salad?

Nick: Of course. Salad without a dressing? No way. But I'm very careful about the choice. I prefer a raw one with virgin olive oil. Sometimes I make my own. Since I don't use ordinary salt, I buy a special one – amino acid salt. Then I put some oregano and other herbs like that in it, I mix it with lemon juice and pure organic apple cider vinegar. That commercial stuff is garbage. I can't stand it! So I don't buy it.

Josh: Well, we've had a tremendously challenging interview, I've learned a lot about you, and I hope our listeners have enjoyed it as well. Thank you for the interview, Nick.

Nick: Thank you, Josh.

TEST 5

I. LISTENING COMPREHENSION (20 POINTS)



1. GIFTED CHILDREN (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 13)

Listen to the interview with Peter Norman, an expert and researcher on gifted children. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. It is necessary for gifted children .....

A) to be treated in the same way as their peers.
B) to get the education they require from an early age.
C) to get private tuition.
D) to be involved in different activities.

2. 'Asynchronous development' means .....

A) rapid development in all aspects.
B) different development at certain stages.
C) not corresponding to the norms of a particular age.
D) faster mental than physical development.

3. Gifted children .....

A) are critical towards their peers.
B) don't need to be treated differently.
C) are always interested in new things.
D) learn easily.

4. Gifted children .....

A) should spend time with children of different peer groups.
B) are often placed with untalented peers.
C) are usually less emotional than others.
D) are involved in sophisticated activities only with grown-ups.

5. When children's giftedness is identified .....

A) parents should wait for the child's reaction to it.
B) parents should divert the child's attention from it.
C) parents should consult a specialist.
D) parents ought to talk about it with their child.

2. THE LEPRECHAUN (10 POINTS) (DVD/POCUVANIE_TESTY/TRACK 14)

Listen to the text about leprechauns and fill in the missing words or phrase according to the text in the gaps provided from 1–10.

The leprechauns are of **1.** ..... **(1 word)** origin they are male and not more than **2.** .... **(2 words)** tall, usually wearing trousers, shirts or jackets and hats in **3.** ..... **(1 word)** and black boots. They live hidden **4.** ..... **(1 word)** in small caves and go out only for specific purposes, mainly to **5.** .... **(2 words)** on human beings. Another reason for their coming out is **6.** .... **(2 words)** their gold kept in a pot of supernatural **7.** ..... **(1 words)**. If you are clever enough to take the pot from the leprechaun, he grants you three wishes. A **8.** ..... **(1 word)** is created from the reflection of the washed and dried pot. Since leprechauns bring **9.** ..... **(1 word),** the speaker keeps a **10.** ..... **(1 word)** with a leprechaun motif.

3. BRITISH SCHOOLS IN SLOVAKIA (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 15)

Listen to the interview with one of the former students of the British International School in Bratislava. Decide whether the following statements are true, false or not stated according to the text.

1. The person in the studio has been accepted to an English University.
2. Breaks are more frequent than in ordinary schools.
3. Students are obliged to be involved in projects.
4. Scholarships and loans help students apply for universities which are quite pricey.
5. Excellent command of English is a must for students.

II. LANGUAGE IN USE (40 points)

1. SLOVAK CHRISTMAS (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: **0. significant**

Christmas is a **0.** ..... **(SIGNIFY)** feast day in Slovakia. In many families the **1.** ..... **(BELIEVE)** in Jesus Christ is still **2.** ..... **(LIVE)**.

Long before Christmas Eve all the shops are decorated with a **3.** ..... **(VARY)** of ornaments in order to entice customers to spend their money on **4.** ..... **(USE)** trifles. Colourful lights, Christmas trees and other decorations are to be found far and wide helping people experience a **5.** ..... **(TRUE)** festive atmosphere.

The smell of **6.** ..... **(FRESH)** baked cakes and cookies spreads all around and we can hardly resist the **7.** ..... **(TEMPT).** Christmas is connected with different customs and traditions, **8.** ..... **(INCLUDE)** carolling or a typical dinner, which may vary from region to region. Children are excited about **9.** ..... **(WRAP)** their presents, which is an **10.** ..... **(FORGET)** experience for them.

2. THE ECONOMIC CRISIS (15 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: **0. A similar**

In our private lives we experience both good and bad times. It may sound unbelievable but it is **0.** ..... to our economy and so we shouldn't be surprised if economic problems **1.** .....

The main question being asked is how the economic crisis **2.** ..... on ordinary life. But it's hard to predict its **3.** ..... because it depends on people's behaviour as well. Their belief in everything that they see and hear in the media may worsen the situation. In particular, television and press **4.** ..... are flooded with articles full of catastrophes and tragedies.

Companies basically exist **5.** ..... the sale of their products. If people start to economise and buy fewer goods, the crisis can deepen. Those who **6.** ..... their jobs, can't afford as much as before and finally companies start to lay even more people off. This **7.** ..... a serious economic crisis.

The present crisis is **8.** ..... to debt. More and more people run up debts, they then borrow more, and it is subsequently more difficult to **9.** ..... The economic crisis obviously brings many changes **10.** ..... the middle class particularly. On the one hand, it decreases people's living standards, but on the other hand, some purifying effects may

follow. Companies **11.** ..... an excessive number of people, not considering the future. However, they are now being forced to release them without being **12.** ..... .

Is it going to get better or worse? Nobody can say **13.** ..... . But the best thing to do is to invest in education. Because of the crisis, you are probably being forced to save and are willing to buy **14.** ..... expensive books nor attend courses. Nevertheless, the majority of companies lack employees in the best-paid positions. Therefore, you should improve your qualifications and take advantage of the economic crisis **15.** ..... complaining.

0.	**A) similar**	B) like	C) probable	D) the same
1.	A) rise	B) arise	C) raise	D) happen
2.	A) reflects	B) influences	C) affects	D) impacts
3.	A) after-effects	B) consequences	C) causes	D) outcomes
4.	A) all over the world	B) globally	C) in the world	D) universal
5.	A) thank to	B) thanks to	C) because	D) despite
6.	A) loose	B) lost	C) lose	D) wasted
7.	A) sets off	B) launches	C) effects	D) causes
8.	A) related	B) connected	C) associated	D) based
9.	A) get down with	B) get away with	C) get by	D) get from
10.	A) affecting	B) interfering	C) destroying	D) inferring
11.	A) took over	B) took to	C) took of	D) took on
12.	A) accused	B) blamed	C) punished	D) charged
13.	A) surely	B) for sure	C) sure	D) in 100%
14.	A) no	B) either	C) neither	D) or
15.	A) in spite of	B) because of	C) despite of	D) instead of

3. KATE AND WILLIAM – A NEW ROYAL COUPLE (15 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: **0. was born**

Catherine Elizabeth Middleton **0.** ..... **(bear)** on 9 January, 1982. She **1.** ..... **(spend)** her childhood in Chapel Row in Bucklebury. While her parents **2.** ..... **(work)**

for British Airways in Amman, Jordan, (her mother as a flight attendant and father as a steward) between 1984 and 1986, she **3.** ..... **(attend)** an English-language nursery school there. After **4.** ..... **(arrive)** home to Berkshire, she **5.** ..... **(educate)** at St. Andrew's School, then in the co-educational independent boarding school Marlborough College followed by **6.** ..... **(study)** the History of Art at the University of St Andrews.

Prince William, the elder son of Charles and Diana, The Prince and Princess of Wales, born on 21 June, 1982, **7.** ..... **(go)** to a few schools before he **8.** ..... **(decide)** on Eton College. After he **9.** ..... **(turn)** fifteen, his mother **10.** ..... **(die)** in a car crash in Paris in August 1997. The funeral **11.** ..... **(hold)** the following month at Westminster Abbey. After a gap year in Chile and a stay in a few African countries he **12.** ..... **(choose)** to study at the University of St Andrews.

Kate and William started **13.** ..... **(date)** each other there. In spite of a several-month long break-up, their relationship **14.** ..... **(end)** in matrimony on 29 April, 2011. They **15.** ..... **(confer)** the titles the Duke and the Duchess of Cambridge by the Queen.

III. READING COMPREHENSION (20 POINTS)

1. PEARLS (7 POINTS)

Read the article about pearls and put the removed sentences in their correct place in the text. There are two extra sentences.

Are you into pearls? Then forget all the superstitions claiming that they bring only bad luck and tears. Actually, the pearl is the perfect jewel. **1.** ..... They like them in spite of their price which is very high. The most precious are the ones which are not coloured, but have a clear silver gloss. Their price usually depends not only on their size but their gloss, colour and shape, as well.

Their first mention comes from the year 2206 B.C. Cleopatra, the woman known for her polished tastes, loved them tremendously. **2.** ..... For the Romans they were a symbol of luck; the Chinese used them as a medicine, and the Mongols were convinced they worked

as an aphrodisiac. **3.** ..... Later, Coco Chanel was the one who made them popular and placed them on her black polo necks. The seventies brought new shapes, patterns and colours.

Although pearls don't need careful treatment, you should be aware that they are easily damaged by acids such as vinegar. Their gloss isn't stable and can be influenced by many factors, such as temperature change or human sweat. **4.** .....

Nowadays, there are still some brave pearl hunters who have devoted their lives to the traditional way of hunting. **5.** ..... It leads to blindness or bleeding from the lungs. Moreover, the diver may be attacked by a shark. So, they normally don't reach a very high age.

If you really want to stand out and plan to go to the jeweller's, you'd better choose them carefully. Probably the best choice would be white gold. **6.** ..... Just put it on and you'll see.

A) In the twenties, a long pearl necklace was a must for every woman from the upper classes.

B) But you shouldn't wear them very often because you can become allergic.

C) That might be the reason why the pearls are considered to be the queen of all jewels.

D) Its combination with the pearl is remarkably beautiful.

E) Frequent diving into sea water can cause terrible after-affects.

F) They keep looking for pearls anywhere they can.

G) Its grandiosity and artfulness appeals to women and doesn't require special care.

H) It is also proven that if the pearls are not worn, they lose their shiny look.

2. EMPTY NEST SYNDROME (5 POINTS)

Read the text about empty nest syndrome. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. Empty nest syndrome

A) may cause depression and anxiety.
B) takes several months to recover from.
C) never affects fathers.
D) affect parents who stay together for many years.

2. **Children who suddenly leave their parents**
   A) are able to take care of themselves.
   B) aren't ready to take on responsibility.
   C) make them worry about their independence.
   D) cause the divorce of their parents.

3. **Parents who suffer more from empty nest syndrome**
   A) usually have a full-time job.
   B) consider it a challenge.
   C) may have unhappy marriages.
   D) are parents whose children left for abroad.

4. **Julie**
   A) explained to her daughter how she felt.
   B) had to cope with the syndrome at a relatively young age.
   C) got used to a new life quite soon.
   D) had only a dog to talk to.

5. **Julie**
   A) didn't have to cook at all.
   B) took up various activities she didn't do before.
   C) enjoyed being at work with colleagues more than staying at home.
   D) used to set out on trips on her own.

Empty nest syndrome is the feeling of grief and loss when children move out of home. Parents are left alone after years of caring for their offsprings and for many of them it means a big change, but a new life as well, which can lead to feelings of redundancy, anxiety and depression. In particular, a mother might feel that her most important job is over: she may feel useless. Nevertheless, experts claim that it takes some time to get over the identity crises and to adapt to new circumstances. It may last from several months to years in some cases. It's hard to predict in advance how much time it requires until a mother turns into an independent woman again.

There are different moments when children leave their parents; often it is gradual, but sometimes it happens unexpectedly. For example, children go to school in a new town or they have left school and begun attending college or university; but still their home is where their parents are. Moving just a few streets away is less painful than moving somewhere far away since they can see each other any time. But sometimes parents have to cope with the situation of children being able to take care of themselves, or they worry that their children aren't ready to take on adult responsibilities.

Some parents are more vulnerable than others. They consider the change more stressful than challenging. Their marriage may be unstable and unfulfilling. Full-time parents tend to suffer more than parents who have other duties.

Julia, one of the parents whose children left home at a relatively young age, had to face empty nest syndrome. After twenty-three years of living together, her daughter moved

away to live with her partner. Later, her son left the nest too – to study elsewhere. Although Julia wasn't even fifty, she faced loneliness – her husband worked all day long, and she had nobody to talk to. She often found herself being stuck behind four walls. The change came as a shock; she missed her daughter the most because they used to spend long hours chatting. She didn't say anything to her, but her daughter soon realised something was wrong. So she started to call her mother more often and visited her more frequently because she didn't live too far away. It didn't last long and Julie got used to her new way of life. She realised she faced a big challenge.

Julie finally appreciated being on her own at home. She eventually realised she could devote all her free time to herself. She started visiting friends, reading books, looking after her new dog. She didn't have to cook so often as before and saved some money that she and the rest of the family could use on family trips.

Even nowadays, once in a while, she sets out on a journey abroad with her husband. Her son visits them often, too. The whole family then sits together talking or they just go out for a beer or a coffee. Julie also visits her mother, who is a pensioner, and they spend weekends together; and at the end of the day, she is glad to return home and enjoys being on her own.

Parents whose children leave their countries for abroad probably suffer more, but they can handle the situation as well if they try not to think about it, but devote time to their hobbies or friends. Though it may be difficult at the beginning, it can work.

3. SAN FRANCISCO – THE CAPITAL OF BEAT GENERATION (8 POINTS)

Read the text about San Francisco and fill in the sentences with missing words in the space provided.

1. San Francisco is easy to ..... **(4 words)**
2. The Golden Gate Bridge is hard to see in ..... **(1 word)**
3. The legendary tram takes you ..... **(1 word)**
4. ..... , a crooked thoroughfare, takes you to one of many attractions. **(2 words)**
5. Popular San Francisco postcards show ..... **(2 words)**
6. ..... is the centre of the Beat Generation. **(2 words)**
7. You can be taken to the former prison by ..... **(1 word)**
8. Entrance to Alcatraz is ..... **(3 word)**

When you arrive in San Francisco, you might be a bit disappointed. You will struggle to find a nicely-mown lawn or painted house. They have been replaced by a chaotic tangle of skyscrapers and half-derelict buildings. Clean streets are history. However, half an hour is enough to change your mind and completely fall in love with this unique city.

The Golden Gate Bridge, though not made of gold, is really marvellous. Just standing next to it takes your breath away and the feeling of euphoria will double during sunny days. However, this may not be taken for granted. Fog is almost an everyday part of life here. Fortunately, it disappears by noon.

Furthermore, there are also things worth seeing; for example, Russian Hill, which is traversed by Lombard Street, a road of sharp turns lined by beautiful greenery. If you're fit enough to walk up the hill, jump on a legendary San Francisco cable car and for just five bucks you can find yourself downtown. Although you may feel it's going to crash on a curve or the driver won't be able to brake dashing down the hill, it's certainly an unforgettable experience. There are only two cable car routes more than 130 years old. Another attraction, Alamo Square, with its Victorian houses, is also popular among tourists, but it is mainly known from San Francisco postcards.

The Chinese quarter of the city is probably the biggest one outside the Asian continent and is full of souvenir shops. If you are hungry, you can stop at a restaurant or bistro. Next to the quarter you can find the so-called North Beach with its characteristic Italian pizza huts and cafés. This area is particularly remembered for the beat generation which is still alive there. Just drop in the City Light bookstore where you can read a few verses by Jack Kerouac or Lawrence Ferlinghetti.

You can't miss the famous former prison, Alcatraz, which now serves as the main attraction. Admission is free of charge; you only pay for the ferry which takes you there.

IV. WRITING (20 POINTS)

Write an essay on the pros and cons of modern communication (Facebook, Skype, etc.), the possible dangers of social networking and how the virtual world influences young people. Don't forget to express your opinion on modern means of communication.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 5: TOTAL: ..... /100 POINTS

KEY – TEST 5

I. LISTENING COMPREHENSION

1. Gifted Children

1. B, 2. D, 3. C, 4. A, 5. D

2. Leprechaun

1. Irish, 2. 90 centimetres, 3. green, 4. underground, 5. play tricks, 6. to wash, 7. powers, 8. rainbow, 9. luck, 10. mug

3. British Schools in Slovakia

1. not stated, 2. false, 3. true, 4. true, 5. false

II. LANGUAGE IN USE

1. Slovak Christmas

1. belief, 2. alive, 3. variety, 4. useless, 5. truly, 6. freshly, 7. temptation, 8. including, 9. unwrapping, 10. unforgettable

2. Economic Crisis

1.B, 2.D, 3.B, 4.A, 5.B, 6.B, 7.D, 8.A, 9.C, 10.A, 11.D, 12.B, 13.B, 14. C, 15. D

3. Kate and William – a New Royal Couple

1. spent, 2. were working, 3. attended, 4. arriving, 5. was educated, 6. studying, 7. went, 8. decided, 9. had turned/turned, 10. died, 11. was held, 12. chose, 13. dating, 14. ended, 15. were conferred

III. READING COMPREHENSION

1. Pearls

1. G, 2. C, 3. A, 4. H, 5. E, 6. D *Extra sentences:* B, F

2. Empty Nest Syndrome

1. A, 2. C, 3. D, 4. C, 5. B

3. San Francisco – The Capital of Beat Generation

1. fall in love with, 2. fog, 3. downtown, 4. Lombard Street, 5. Victorian houses, 6. North Beach (or City Light), 7. ship/ferry, 8. free of charge

IV. WRITING

Esej s prvkami argumentácie (Argumentative essay)

V prvom odseku predstav tému. Je vhodné vyberať si aktuálnu problematiku, o ktorej sa diskutuje. Snaž sa prezentovať najčastejšie názory iných.

Vyjadri kladný názor. Argumenty môžu gradovať, t. j. posledný bude najsilnejší. Názor podlož príkladmi.

Rovnakým spôsobom opíš opačné názory. Opäť nezabudni na príklady.

Zosumarizuj obe strany a v závere vyjadri svoje jednoznačné stanovisko.

The Internet – Friend or Foe?

In the past decade, the number of Internet users has grown enormously. Internet-connected computers are widely available and within the reach of even small children, who spend their spare time playing with them. However, psychologists believe this phenomenon has both advantages and setbacks. Is it true or not?

In the present world, the Internet has become a necessity: we use it at work and also in our free time. It surely can help us carry out our work duties, such as communicating with customers, ordering material, looking up for necessary information etc. Moreover, we cannot deny its intellectual potential. After work we use the social networking sites to keep in touch with our family and friends.

On the other hand, the Internet can be dangerous if used without restraints. Many parents do not pay attention to their children believing there is no danger in Internet surfing. However, some underage Internet users visit adult-only content sites. This can result in serious psychological problems because children see no border between the real and fantasy worlds. They can become more violent believing it is a normal behaviour or asocial and addicted to the Internet. Many adults also spend too much time using the modern means of communication. We all must admit that this time could sometimes be used in much better way.

The Internet surely is a great and helpful medium, but it must be used wisely. It is the responsibility of adults to watch over their children. They must be taught how and when to use the Internet. Otherwise, children's health will be put at risk. Adults themselves should also think about the time they spend using the Internet and consider their priorities in life.

Esej s prvkami argumentácie môžeš rozvíjať dvoma spôsobmi.

1. Vyrovnaný pohľad: autor sa snaží presvedčiť čitateľa až v závere.
   1. odsek: úvod (predstavenie problematiky, prezentácia rôznych názorov)
   2. odsek (názory v prospech argumentu)
   3. odsek (názory proti argumentu)
   4. odsek: záver (sumarizácia názorov, prezentácia vlastného pohľadu na problematiku)

2. Snaha o presvedčanie: autor v úvode vyjadrí vlastné stanovisko, ktoré sa snaží objektívnym spôsobom obhájiť.
   1. odsek: úvod (predstavenie témy, vyjadrenie vlastného postoja)
   2. odsek (názory v rozpore s autorovým názorom)
   3. odsek (silné názory v prospech autorovho postoja)
   4. odsek: záver (zhrnutie názorov, autor neopakuje vlastný názor, ale snaží sa ho podporiť niečím zapamätateľným, napr. citáciou a pod.)

TAPESCRIPTS

1. GIFTED CHILDREN (DVD/POCUVANIE_TESTY/TRACK 13)

Interviewer: Good morning and welcome to our Tuesday morning show. Today, we have in our studio Peter Norman, who has been studying gifted children and their behaviour for several years. Good morning, Peter. Thank you for coming. Could you tell us whether parents are aware of what it means to have a gifted child in the family? Should the child be treated differently by their parents?

Peter: Frankly speaking, we would all like to believe that our child is the smartest of all. Nevertheless, a gifted child is born to only a few of us. It is vital to provide him or her with the appropriate education beginning at a very early stage. Because these children usually don't really get what they require, they are bored at school, knowing many things being taught in advance. Since they can't be treated in the same way as their peers, they need to experience a different kind of classroom and instruction to make use of their potential.

Interviewer: What does "gifted child" mean?

Peter: It's a child who shows or performs at a significantly high level of accomplishment in comparison to other children of the same age. Giftedness or, "asynchronous development", as it is sometimes referred to, means children's minds are often ahead of their physical growth. Certain functions develop differently at different stages of development. "Asynchronous development" enables faster cognitive development, which then overtakes the development of the physical and emotional aspect.

Interviewer: But how do we discern if our child is gifted and not just bright?

Peter: Sometimes, it's difficult to tell whether a child is really gifted and would require special treatment in order to thrive. But we must remember a gifted child does not equal a model student. Because gifted children are very curious, they keep asking questions. In spite of playing a lot, they still achieve good results at school. Often a gifted child gets bored while learning because they already know the right answer. Bright children, on the other hand, learn easily. Showing strong feelings and opinions, perfectionism and self-criticism are typical features of gifted children. They are simply never satisfied with themselves.

Interviewer: Who is a peer for a gifted child? Can gifted children be socially mixed with their peers?

Peter: Parents usually worry about placing their gifted offspring in a same-age peer group because they do not meet the norms of their age. As they think on a different level, they rarely share interests with their peers and are more sensitive than them. Gifted children possess a wide variety of interests and to meet their needs, they need to be in contact with several

different peer groups who have common interests, steering them mostly towards older children, or even adults who are able to correspond with them better in more sophisticated activities.

Interviewer: What if parents discover they have a gifted child? Can you give them any advice on how to bring them up?

Peter: Unfortunately, there isn't any manual like the ones DVD players or cell phones have, but some recommendations or the experience of other parents in raising them might be useful. On the one hand, bringing up such a child might be exciting but on the other hand, it can give many parents grey hairs. Once your child becomes aware of his or her exceptionality, it is useful to have an open discussion with your child about it. Initially, children learn from their parents. If they spend time with their gifted child, then they are better prepared to respond to their needs, offer them the appropriate education, and the children manage to reach their full potential. No matter how capable of reading children are, it's wise of parents to read to them as often as possible. Treating children with respect and giving them enough support is indispensable to their further development. And one more thing, you should realise that once you have a gifted child there is a possibility your other children may be exceptional as well.

2. THE LEPRECHAUN (DVD/POCUVANIE_TESTY/TRACK 14)

The leprechaun is a traditional figure of Irish mythology. It has some unusual features. To begin with, it is only male. He varies in height from 60 centimetres to 90 centimetres and dresses mostly in green: green trousers, green jacket or shirt, green hat, and black shoes. He is usually quite old-looking, with a white beard.

The leprechaun lives underground in small caves and only comes out for two special reasons. The first is to play tricks on people, usually by hiding something. This is why when many people lose something, they blame leprechauns. When my father couldn't find his car keys in the morning, he often said: "The bloody leprechauns have taken my keys again!".

The other reason for coming into the open is to wash their gold. Every leprechaun has his own pot of gold which gives him magic powers. When you take a leprechaun's pot of gold from him, he must grant you three wishes before getting it back – but be careful as the leprechauns will still try to trick you with your wishes.

When it rains, the leprechaun takes out his pot of gold and washes it in the rain. Afterwards, he lets it dry in the sun, and when the sun reflects back into the sky, it causes a rainbow. This is how many parents explain the rainbow phenomenon to their children, and it is often possible, after a storm, to see a group of children in Wellington boots and raincoats marching across fields looking for the end of the rainbow and a pot of gold.

Leprechauns are bringers of good luck and to see one means luck for the rest of one's life. Most Irish people have a leprechaun symbol in some shape or form – usually a ceramic figure, a stuffed toy, a picture or a decorated ornament. I myself have a mug with a leprechaun motif and the motto: "May the luck of the Irish be always with you!"

3. BRITISH SCHOOLS IN SLOVAKIA (DVD/POCUVANIE_TESTY/TRACK 15)

Interviewer: Welcome to our new programme about schools in Slovakia. Today, we have a guest in our studio, Mary Brezinski, a student of the British School in Slovakia. What can you tell our listeners about your school?

Mary: Ah... Just to get it right, I have graduated from school, so I don't attend it anymore. I have already been accepted to university. But back to your question. The school has existed in Bratislava since 1997 – it's a private one. It is attended by students from forty countries all over the world, so all nationalities are accepted. The lessons are led in English, but there are no extra requirements for knowledge of English, at least in the lower years of study.

Interviewer: How are students taught there? What about the number of students and their age range?

Mary: Well, there were only forty students at the beginning. Today, the number has increased; there are six hundred and fifteen students aged from two to eighteen. The school follows the British curriculum and the lessons are, as I have already mentioned, in English. 180 days are divided into three terms that are followed by exams and holidays.

Interviewer: How long are the students at school? Are there any breaks like students in ordinary schools have? Oh, one more thing, do they have to wear a uniform?

Mary: Each class has up to twenty students and they are at school from 8.30 am to 4.00 pm each day mostly. Breaks in the school aren't frequent, but if there are any, they are usually longer than in ordinary schools. The lunch break is the longest one and lasts approximately one hour. And uniforms? Well, all students are obliged to wear a school uniform, except the ones in the last year of their studies.

Interviewer: What extracurricular activities are offered to students?

Mary: There certainly are many of them, mainly sports. Students can choose what they like. If they are keen on sports, they can try a typical British sport, such as cricket or rugby. They have to take part in various charity activities and projects as well. However, students do enjoy them.

Interviewer: What does the school prepare you for?

Mary: Well, how to put it in one sentence. The school concentrates on the gradual development of a personality ready for higher education.

Interviewer: Does the school offer any special programme that helps you get to university?

Mary: Oh, yes. It's the IB DP – The International Baccalaureate Diploma Programme. It is a two-year programme for students in their last two years of study acknowledged by reputable universities worldwide. Not every school manages to get this accreditation because there are certain criteria to be fulfilled.

Interviewer: Are your students accepted to universities?

Mary: The British School has had this programme for three years now and achieved outstanding results. 100% of graduates carry on their education at universities, 95% of them go and study abroad at universities of high repute, for example, Oxford.

Interviewer: What about the cost of study? How much do students pay? Can they apply for any scholarships?

Mary: So, on the one hand, this school is rather expensive; the school fees for one student for one year vary from 6,000 to 16,000 euros. The price rises proportionally according to the level the students study at. In the last year the fee also covers all expenses, final examinations included. On the other hand, education is a good future investment and so it's worth the money you pay for it. Talented students have the opportunity to apply for a full scholarship or they can even get student loans which enable all students to study even at expensive universities abroad.

Interviewer: When and how can students apply for places at this school? Do they have to pass a school entrance examination?

Mary: Because there are a lot of students whose parents move quite frequently, the enrolment to any year of study can practically take place at any time of the year. In the lower years you don't need to pass the school entrance examination, moreover, you don't need knowledge of English.

Interviewer: Ok, so at the beginning, English isn't so important, but later in higher years you can't do without this language. What if students are not very good at it?

Mary: Those students who have difficulties with English can attend an intensive English course within the regular school day. Before entering the 10th year of study, in ordinary secondary schools it is the 1st year, they, of course, need to have a certain knowledge of English. Applicants should pass entrance examinations. Before entering the IB Diploma Programme they need to fulfil more demanding requirements in English.

Interviewer: Ok, thank you very much for coming to our studio. I wish you all the best at university. Goodbye.

Mary: Thanks a lot. Goodbye.

TEST 6

I. LISTENING COMPREHENSION (20 POINTS)



1. THE HISTORY OF CHOCOLATE (5 POINTS) (DVD/POCUVANIE_TESTY/TRACK 16)

Listen about the history of chocolate. For the following statements 1–5 choose the correct answer (A), (B), (C) or (D) according to the text. There is only one correct answer.

1. The fruit of the cacao tree

A) are approximately as big as a pineapple.
B) grow only in a moist and warm climate.
C) are fermented after being sun-dried.
D) are more than 2,000 years old.

2. The Mayans and the Aztecs

A) didn't use sugar, as cacao seeds were sweet enough.
B) drank a pure cocoa drink without any special ingredients.
C) considered cocoa drink healthy.
D) didn't like cocoa drink, as it was drunk cold.

3. Chocolate

A) was first discovered in the 15th century in Spain.
B) was mainly drunk by the wealthy because of its price.
C) was given in regular amount to soldiers during the wars.
D) became popular in France before the 16th century.

4. Chocolate

A) lovers all over the world are able to spend more than $1.3 million on this sweet treat a year.
B) was invented in America at the beginning of the 20th century.
C) houses spread all over Europe by the 17th century.
D) became popular thanks to Daniel Peter, who came up with the idea of milk chocolate.

5. Researches show

A) that too much chocolate makes blood pressure rise.
B) that chocolate isn't harmful at all.
C) that chocolate improves our love life.
D) that all the myths about chocolate are true.

2. ANASTACIA (7 POINTS) (DVD/POCUVANIE_TESTY/TRACK 17)

Listen to the interview with Anastacia, a well-known singer. Decide whether the following statements are true, false or not stated according to the text.

1. *Heavy Rotation* is considered Anastacia's best album ever.
2. Ne-Yo is Anastacia's manager.
3. She has been into music since her childhood.
4. She is going to release an album of her best songs.
5. She gave up drinking alcohol.
6. She prefers wearing brand-name clothes to casual.
7. Her sister helped her to get in shape.

3. PANDEMIC FLU DECLARED – NOVEL FLU VIRUS A (H1N1) (8 POINTS) (DVD/POCUVANIE_TESTY/TRACK 18)

Listen to the text about a new pandemic and fill in the missing words or phrase according to the text in the gaps provided from 1–8.

A global pandemic of a new influenza virus was declared by the WHO after its first detection in summer 2009 in the United States. Later that year, other countries such as **(1.)** ..... and ..... **(2 words)** reported people sick with the virus. Swine flu, as it was originally called, has genes similar to those in viruses occurring in pigs in North America. After being infected by the H1N1 virus, people may suffer from **(2.)** ..... **(1 word)** and in more serious cases it can be **(3.)** ..... **(1 word).** This flu is spread from person to person like **(4.)** ..... **(1 word)** influenza and is accompanied by similar symptoms. Shaking hands and touching infected objects can be dangerous as well, but sneezing and coughing are the **(5.)** ..... **(1 word)** ways of transmission. The illness affects a wide variety of people. However, those over sixty-four seem not to have been at **(6.)** ..... **(1 word)** so far. It may take one or even several days for symptoms to **(7.)** ..... **(1 word)**. Since no effective vaccines are yet available, people should **(8.)** ..... **(1 word)** themselves more in order to avoid the illness spreading further.

II. LANGUAGE IN USE (40 POINTS)

1. MOBILE PHONES AT SCHOOL (10 POINTS)

Read the text below. Use the word given in capitals to form a word that fits in the space. There is an example at the beginning.

Example: **0. usage**

The **0.** ..... **(USE)** of mobile phones at school is still **1.** ..... **(HEAVY)** discussed not only by students and parents but teachers as well. They share **2.** ..... **(VARIETY)** opinions. Although **3.** ..... **(NEAR)** every student has a mobile phone and brings it to school, this technological **4.** ..... **(INVENT)** is not used for **5.** ..... **(EDUCATE)** purposes at all. It is seldom used to make contact outside the school in case of **6.** ..... **(EMERGE).** Students mostly use their mobile phones for **7.** ..... **(SOCIAL)** with their mates. Nowadays, they are **8.** ..... **(COMMON)** used as music players, cameras, camcorders or are simply used for browsing the Internet. If they are stolen, it should be the student's **9.** ..... **(RESPONSIBLE)**, not the school's. What is even worse – students sometimes become victims of mobile-phone bullying. Lately, there have been some cases where many people have been hurt **10.** ..... **(EMOTION)**.

2. TRAVEL (17 POINTS)

Read the text below and put the verbs in the brackets in the correct verb form. There is an example at the beginning.

Example: **0. have always travelled**

People **0.** ..... **(ALWAYS/TRAVEL).** In the past, they **1.** ..... **(MOVE)** from one place to another in order to **2.** ..... **(SEARCH)** for food or escape from danger. But times **3.** ..... **(ALREADY/CHANGE).** Millions of people **4.** ..... **(TRAVEL)** every day for different reasons – **5.** ..... **(DO)** business, commute to work or school, or just to relax. **6.** ..... **(TRAVEL)** has become very popular among Slovaks and it **7.** ..... **(BE)** common nowadays. People are able **8.** ..... **(TRAVEL)** long distances to entertain, see attractive places or **9.** ..... **(LEARN)** about new cultures and their customs, which may be both enriching and exciting but dangerous as well. Furthermore, it **10.** ..... **(POLLUTE)** the environment.

In spite of **11.** ..... **(HAVE)** no sea, Slovakia is an ideal country for the gradual development of tourism. Beautiful scenery in the High Tatras **12.** ..... **(BECOME)** the main attraction not only for Slovak inhabitants but also for foreign tourists. Although mountains **13.** ..... **(PROBABLY/BE)** what we are mostly proud of, people **14.** ..... **(ALSO/VISIT)** our capital city, Bratislava. They usually visit the castle that **15.** ..... **(RESEMBLE)** an upside-down table. Tourists enjoy **16.** ..... **(STROLL)** through the streets in the centre of the city or walk along the Danube.

3. VALENTINE'S DAY – FEBRUARY 14TH (13 POINTS)

Read the text below and choose the correct answer (A), (B), (C) or (D) which best fits each space. There is only one correct answer.

Example: **0 B. has already been celebrated**

14th February **0.** ..... as St. Valentine's Day for several decades in different corners of the world. It is devoted not only **1.** ..... people who are in love. Those who just like each other, can celebrate this day too. And how **2.** ..... ? One of the legends **3.** ..... that St. Valentine was a priest living in Rome in the 3rd century during the **4.** ..... of Emperor Claudius, who was famous for his cruel war expeditions. He believed that married men were weaker soldiers because they had to **5.** ..... their families. Therefore, matrimony in the country **6.** ..... Nevertheless, St. Valentine secretly married couples in love, and so the emperor had him executed.

Another legend from **7.** ..... Rome is based on a different story. St. Valentine was depicted as a very good-hearted and honest man whose **8.** ..... were known by the emperor himself. However, they couldn't become very **9.** ..... friends since Valentine was strongly **10.** ..... of Christian superstitions. He was put up to Astorius's house where he met his beautiful but blind daughter. After restoring her **11.** ..... , the whole of Rome talked about nothing but this miracle. He became a symbol of **12.** ..... and devoted love.

No matter how it really happened, February 14th is a day when people all around the world **13.** ..... their love to one another sending amorous greetings.

0.	A) already has been celebrated	**B) has already been celebrated**	C) is already celebrated	D) has been already celebrated
1.	A) for	B) about	C) to	D) by
2.	A) had it originated	B) did it originate	C) originated it	D) has it originated
3.	A) says	B) tells	C) admits	D) speaks
4.	A) governance	B) power	C) reign	D) regime
5.	A) care about	B) take care for	C) care of	D) take care of
6.	A) has been forbidden	B) was forbidden	C) was permitted	D) had been forbidden
7.	A) old	B) far	C) ancient	D) antique
8.	A) virtues	B) values	C) moralities	D) prejudices
9.	A) near	B) next	C) close	D) cloze
10.	A) influenced	B) believed	C) convinced	D) persuaded
11.	A) eyesight	B) sight	C) visual sense	D) vision
12.	A) clear	B) clean	C) pure	D) absolute
13.	A) admit	B) have	C) express	D) share

III. READING COMPREHENSION (20 POINTS)

1. MASTER OF MODERN LITERATURE (6 POINTS)

Read the true life story of Ernest Hemingway, one of the greatest writers in American literature, and put the paragraphs A–F into correct order.

A Raised in a stormy relationship with his mother, as a toddler he and his eighteen-month-old sister were often dressed in the same girl's frilly dresses since their mother felt deprived of not having had twin girls. Their relationship got even worse when she forced him to go to church and pray regularly. She expected him neither to smoke nor to drink. Eventually, his inability to get on with his mother drove him to alcohol addiction.

B His work as a journalist in Paris was a great inspiration for his writing. He joined the group around the writer Gertrude Stein, later known as the "Lost Generation". As a journalist he travelled a lot and gathered material for his books. He is one of the most translated authors in the world, and many films have been based on his books. However, he didn't like what screenwriters and directors did to his stories, and when *A Farewell to Arms*, the first film based on one of his stories, was made in 1932, he dissociated himself from it because, unlike his book, the film featured a happy ending.

C Ernest Miller Hemingway grew up as the son of a Chicago doctor and singer. He had one elder sister and four younger siblings. Like his father he enjoyed being out in the countryside and used to spend holidays in his birthplace in Windermere, on the coast of Walloon Lake, forming a lifelong relationship with nature, fishing, hunting and adventurous expeditions.

D Hemingway suffered while others were happy. But he was given a chance to meet Gary Cooper, his future friend whom he looked up to for his talent and moral virtues. When he died of cancer in 1961, Ernest broke down. The whole Hemingway dynasty suffered from mental illness. In his later years, he suffered from paranoia and depression. In spite of specialist medical treatment, he remained a wreck longing for the salvation of death. He tried to commit suicide several times. Eventually, he shot himself.

E Interested in World War I, he wanted to join the army, but his impaired left eye made it impossible. On his colleague's advice, he finally managed to get close to the battlefield by joining the Red Cross. As a young recruit he was seriously injured and had to stay in hospital in Milan where he first fell in love with Agnes, a Red Cross nurse. However, after being rejected, he returned to America. Later, he got a job in Toronto. Eventually, after several unsuccessful marriages, he married Mary Welsh, an American correspondent.

F His father, on the other hand, gave him the feeling of freedom and the opportunity to show his own abilities. When he couldn't spend time outdoors, he used to read a lot. The world of books appeared to be more interesting and challenging for him than the preaching in church. In spite of being a model student, he refused to continue his studies. He left his family for Kansas City and became a reporter for the Star newspaper.

2. ANOREXIA AND BULIMIA CARE (ABC) (5 POINTS)

Read the following text about a charity organisation which tries to help people suffering from eating disorders. Decide whether the following statements are true, false or not stated.

1. Young people care too much about their image.
2. ABC only helps to fight eating disorders.
3. ABC is a charity funded by the government.
4. The ABC website has 250 visitors daily from all over the world.
5. If you donate £500, it will help ABC advertise their activities in a magazine.

According to a survey, the main concern of young people in their 20s and 30s is body image. People in this age group are often affected by eating disorders such as anorexia and bulimia. Eating disorders affect anyone and any family. And they often have devastating results in the lives of those directly affected and in the hearts of parents and family members.
ABC is a national Christian charity working exclusively with eating disorders. We are trying to help families through the ups and downs on the journey towards recovery and a brighter future. ABC has been in existence for nearly 20 years, helping support hundreds

of people every month who struggle because of eating disorders: sufferers, helpers and families. ABC provides telephone help-lines for sufferers, a parents' help-line and e-mail support. We give advice, information, encouragement and prayer.
ABC is a resource for professionals. We offer training and literature to church leaders, youth leaders, counsellors, teachers and health professionals.
ABC receives no statutory funding and is entirely dependent on the generosity of individuals to be able to keep caring for those in need.

Where does your donation go?

£2 to send out information to a person who has been in touch seeking help.
£10 to cover the cost of one of our trained staff spending one hour giving advice and support.
£100 to cover the costs of one of our staff to speak at a weekend conference or training event.
£150 to keep our website up-to-date and running smoothly for one month. We have 250 visitors daily.
£500 to place an advert in a magazine so that people know that we exist and how to find us.
£1000 to cover the costs of new leaflets for schools and colleges.
£2000 to cover the costs of producing one issue of Lifeline Magazine for our members and supporters.

3. FROM THE SEA UP TO THE SKY (9 POINTS)

Read the article about Vancouver and put the removed sentences in their correct place in the text. There are two extra sentences.

According to the research of the Economist Intelligence Unit, Vancouver is the third in a list of the most pleasant places to live. **1.** ..... The city was named after George Vancouver, the English captain and explorer of Dutch origin.

This coastal city, which belongs to the province of British Columbia, is the third largest in Canada and at the same time the largest metropolis on the western coast. **2.** ..... Despite all these statistics, you won't feel anxious because of the number of people living hear.

It's enough to take a walk in Stanley Park and breathe in the scent of the sea and conifers. This park is one of the biggest in Vancouver. But here there aren't neatly-cut bushes, mowed lawns and nice flower beds. **3.** ..... Its edges are lined by neighbouring beaches where students running around their teacher during biology lessons can be seen on ordinary days.

4. ..... At the weekend, they are crowded with holidaymakers sunbathing on the sand or families playing with their children. There are also aqua buses. **5.** ..... You can visit a market where you can get anything from fruit and vegetables to mushrooms.

Granville is also famous for its small arts and crafts shops. These are small workshops where artists create and sell their artefacts. **6.** ..... But if you are really keen on art, the University of Art is just around the corner.

If you take a twenty-minute drive from downtown, you immediately find yourself in a completely new world. **7.** ..... And the view there is simply marvellous. In summer, you can set out on a bike tour on well-known cycle paths. If you are interested in white-water rafting, the Capillano river, and Seymour and Lynn Creek bays are ideal. **8.** ..... If you don't like to do sport, just come and see a popular ice hockey or baseball game. Simply said, doing or watching sport is an all-year-round leisure activity no matter how old you are. If there is anything in Vancouver that appeals to you, board a plane and you will be here in a couple of hours. **9.** .....

A) It's definitely worth it.

B) In the city, a number of marathons and other sporting events are held.

C) You can sign up to one of many creative courses or simply watch others.

D) Vegetation around Vancouver grows quickly thanks to the mild and moist climate.

E) It is tolerant, peaceful but dynamic as well.

F) You found yourself in the centre of attention surrounded by a variety of shops.

G) These small boats take you to the picturesque Granville Island, which is worth seeing because of its unique atmosphere.

H) It is actually an ancient forest that spreads out over the peninsula.

I) It is growing unbelievably fast; at the moment it is the fourth most heavily populated place on the continent.

J) Vancouver beaches are full of businessmen relaxing during their lunch breaks.

K) You can ski down Cyprus Mountain, Grouse Mountain and Mount Seymour.

IV. WRITING (20 points)

Write a story for your school newspaper. The story must begin with the following words:

At first, I could hardly believe my eyes, but finally I understood.

Your text should contain 200–220 words. You will be given points for content (5 points), the structure of your work (5 points), grammar (5 points) and choice of vocabulary (5 points).

TEST 6: TOTAL: ..... /100 POINTS

KEY – TEST 6

I. LISTENING COMPREHENSION

1. The History of Chocolate

1. A, 2. C, 3. B, 4. C, 5. C

2. Anastacia

1. not stated, 2. false, 3. false, 4. true, 5. false, 6. false, 7. true

3. Pandemic Flu Declared – Novel Flu Virus A (H1N1)

1. Canada, Mexico, 2. pneumonia, 3. fatal, 4. regular, 5. main, 6. risk, 7. develop, 8. protect

II. LANGUAGE IN USE

1. Mobile Phones at School

1. heavily, 2. various, 3. nearly, 4. invention, 5. educational, 6. emergency, 7. socialising, 8. commonly, 9. responsibility, 10. emotionally

2. Travel

1. moved, 2. search, 3. have already changed, 4. travel, 5. to do, 6. Travelling, 7. is, 8. to travel, 9. learn, 10. pollutes, 11. having 12. has become, 13. are probably, 14. also visit, 15. resembles, 16. strolling

3. Valentine's Day – February 14th

1. C, 2. B, 3. A, 4. C, 5. D, 6. B, 7. C, 8. A, 9. C, 10. C, 11. A, 12. C, 13. C

III. READING COMPREHENSION

1. Master of Modern Literature

1. C, 2. A, 3. F, 4. E, 5. B, 6. D

2. Anorexia and Bulimia Care (ABC)

1. true, 2. true, 3. false, 4. not stated, 5. true

3. From the Sea up to the Sky

1. E, 2. I, 3. H, 4. J, 5. G, 6. C, 7. K, 8. B 9. A *Extra sentences:* D, F

IV. WRITING

I could hardly believe my eyes, but finally I understood. When I was fifteen, I was given a puppy for my birthday. We called her Rusty. She became a beautiful and intelligent dog. We all got really attached to her.

After five years, our family had to move to a flat, about 15 kilometres away from our house. We didn't want to take Rusty to a flat because she would probably suffer there. I asked Andrew, a friend of mine, to take Rusty to live with him in his house. Andrew told me we could see her whenever we wanted. She didn't want to move at all, but finally she jumped on the back seat of the car. The car disappeared in the distance.

Later that evening, I went out to lock the front gate. Suddenly, I saw something big was hurrying towards our front gate. After a closer look, I realised it was Rusty. She jumped on me licking my face all over. I couldn't believe my eyes.

And how it all happened? When Andrew arrived home, Rusty took the chance and tore out of his hands and started running back home. When the scared friend called me to say what had happened, Rusty had been already taking a nap on the rug in front of the fireplace.

TAPESCRIPTS

1. THE HISTORY OF CHOCOLATE (DVD/POCUVANIE_TESTY/TRACK 16)

Chocolate. Doesn't that make your mouth water? Dark, milky, full of nuts, raisins or honey crisps. The world's favourite treat comes in many forms, shapes, consistencies and flavours. What in the world would we do without it? And where in the world did chocolate come from in the first place?

The tasty secret of the cacao tree was discovered 2,000 years ago in the tropical rainforests of the Americas. Cacao trees grow best in a warm, moist climate. They produce a fruit about the size of a pineapple and inside there are the cacao tree's seeds, or cocoa beans. Once ripe, they are harvested, fermented for several days, sun-dried and can then be processed into chocolate.

In both the Mayan and Aztec cultures cocoa was the basis for a thick, cold, unsweetened drink considered to be a health elixir. Since sugar was unknown to them, different spices, such as hot chilli peppers, vanilla or corn meal, were used to add flavour.

The history of chocolate started in Europe in the 15th century after the Spanish conquistador Hernan Cortez brought back the recipe describing how to make this hot stimulating drink. Chocolate eventually became a very popular drink in Europe, with its nourishing, fortifying and aphrodisiac qualities.

In the 16th century, chocolate encroached upon France and increased in popularity. Since cacao seeds were very rare, only emperors could drink chocolate.

By the 17th century, chocolate houses were flourishing all over Europe, catering mostly to the rich because only they could afford to enjoy the treat. The chocolate bar, as we know it today, was created at the beginning of the 19th century by C. Houten. During World War II, soldiers were given a daily ration of chocolate as an energy source.

In 1876, Swiss Daniel Peter came up with the idea of adding milk and sugar to chocolate, and so the first milk chocolate was born. Four years later, chocolate became the most popular form of confectionary thanks to Rudolph Lindt.

Chocolate fever began in the USA at the end of the 20th century and continues up to now; for example, on St. Valentine's Day or Mother's Day chocolate lovers are willing to spend up to $1.3 million in the USA alone.

New research has shattered many of the old chocolate myths that proclaimed it isn't good for us. Chocolate causes pulse and sugar levels to rise and produces a sense of happiness and well-being, enhancing our love lives. Scientists have even found out that chocolate can decrease blood pressure.

So, if you have a sweet tooth, enjoy it. But eating too much chocolate can lead to real addiction. As it is often said, too much of anything is harmful, therefore, we should consume this well-known cacao delicacy in moderation. Nevertheless, no matter how it's prepared or presented, many people would agree that chocolate may well be the most delicious and alluring treat ever invented.

2. ANASTACIA (DVD/POCUVANIE_TESTY/TRACK 17)

Interviewer: Anastacia has sold over 14 million albums, gained 225 gold and platinum awards, among other successes, and is therefore rightly considered a superstar. Her latest CD is called *Heavy Rotation*. In the following interview we reveal a bit about her private and professional life. Anastacia, can you describe your work with Ne-Yo, the singer and song-writer?

Anastacia: My manager and I were totally excited when we found out that he had written a song for me. When I listened to *I Can Feel You*, I was very happy. It's a fantastic song.

Interviewer: Who do you think influenced you the most?

Anastacia: Actually, it's hard to say, probably no one. When I was a little girl, I didn't perceive music at all. However, I liked the busy life around music. I wanted so much to stand on the stage, sing and entertain other people. It's great that my dream came true and I can show people my ideas and emotions through my lyrics.

Interviewer: Who would you like to work with?

Anastacia: Hmm... Interesting question?! I'm not thinking about it right now. Show business changes very fast, people come and go. There were many of those who came and started their career briskly and today nobody knows them. What the future holds: I would like to make a cover album of the best hits I've made. Yeah, this is my next music dream.

Interviewer: A big break in your career is over. What did you enjoy most about that time?

Anastacia: Well, to be honest – a glass of delicious wine. During my concerts, I avoid drinking any kind of alcohol, I save my voice. I don't have much time for a private life, so I enjoyed being with my husband, I went to bed and got up whenever I wanted, I met my friends. It was like a holiday for me and I think it helped me. You can feel it in my songs, can't you?

Interviewer: What did you miss most?

Anastacia: Singing, recording and writing, of course. It's an absolutely indescribable feeling, when after so many long hours of working, I can hold a completed CD in my hand and then I'm really happy.

Interviewer: How would you identify your personal fashion style?

Anastacia: Well, I have absolutely no clue what I should say. I feel pretty good in jeans and a T-shirt. However, the reality is that in the music business fashion is very crucial. You aren't in unless you wear Cavalli, Versace or Armani.

Interviewer: How is it going to be trying constantly to stay in good shape?

Anastacia: The truth is that I put on some weight while on my break. Thanks to yoga and regular training, led by my sister, actually, I keep my body in good shape. And besides, I eat healthily. You know, tell me what you eat and I tell you who you are.

3. PANDEMIC FLU DECLARED – NOVEL FLU VIRUS A (H1N1)

(DVD/POCUVANIE_TESTY/TRACK 18)

On June 11, 2009, the World Health Organisation declared a global pandemic of novel influenza A (H1N1). The virus was first detected in the United States in April that year. Then other countries, Canada and Mexico included, reported cases. Because many of the genes in this virus proved similar to those in influenza viruses that normally occur in pigs in North America, it was generally referred to as "swine flu". In conjunction with regular influenza viruses, it can cause respiratory illness, which can sometimes have significantly serious consequences, such as pneumonia, and in more severe cases it can prove fatal. However, most of those affected have recovered without requiring special medical treatment. Novel influenza can cause symptoms like regular influenza viruses, such as fever, coughing, a sore throat, headache, muscular ache and fatigue. It was quickly determined that the virus was able to spread from human to human mainly through sneezing or coughing. Furthermore, it can also be spread by shaking hands or touching infected objects. Although the illness can impact on various people of all age groups, adults older than sixty-four years do not yet appear to be at risk. It is highly contagious from first infection, but it can take from one up to eight days for symptoms to develop. Since the WHO declaration of the pandemic, the new H1N1 virus has continued to spread worldwide. Vaccines are a very vital part of the response to novel H1N1 influenza and making them is a long multi-step process requiring several months to complete. Moreover, it is not proved whether contemporary vaccines against influenza can prevent people from getting it. Everyone has to be very careful in protecting themselves and lessening the spread of the virus, in particular by avoiding crowds in public places where there is a high probability of the presence of infected people. People travelling abroad, particularly to countries with the new strain of influenza, should be aware of the risk.